

UNIVERSITY OF TAMPERE

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Young media managers and
the effect of age to the challenges in work

Case: Yleisradio and 360-degree evaluation

Master's Thesis

School of Communication, Media and Theatre

April 2013

UNIVERSITY OF TAMPERE
School of Communication, Media and Theatre

UIMONEN, MIKKO: Young media managers and the effect of age to the challenges in work. Case: Yle and 360 -evaluation.

Master's Thesis, Media Management Master Program
92 pages + 4 pages appendix.

ABSTRACT

This study investigates the effect of age on characteristic challenges experienced in managerial work in comparative terms between young managers and aging managers. The challenges are studied through evaluations given by subordinates and self-evaluations of the managers. The data was collected from media managers working at Yleisradio, the Finnish Broadcasting Corporation (Yle) in middle-management positions. The main data consists of 360-degree evaluation managerial assessment reports, where subordinates evaluate the performance of their immediate superiors. The opinions of managers' own performance in the fulfillment of their duties was collected through a web-based questionnaire.

The managers participating in the research are divided between a target group (39 years and younger) and a control group (44 years and older). Comparisons are made according to the challenges they experience in basic work tasks and the development of subordinate and team performance, as well the working atmosphere. A comparative statistical analysis was conducted using both the self-evaluation and subordinate evaluation data in search of correlation between age and experience in challenges. In addition, the data formulated by open-ended comments given by the subordinates in the 360-degree evaluation reports is categorized in different managerial areas of expertise for further comparison of the challenges between the target and the control groups. The results are examined through Karl Weick's organizational sensemaking process, with particular emphasis on the action-driven manipulative trigger factor. The results are also examined through Michael McCaskey's characteristic obstacles that hinder managers' work in problem-solving in ambiguous situations.

Results reveal that the target group performs slightly better in action-driven, manipulative sensemaking situations compared to the control group, although the results are not statistically significant. The effect of age was found to be statistically significant for two aspects; significant correlation was found to support belief that young managers have difficulties in implementing best ideas in their work communities compared with aging managers. Further, according to the self-evaluation of the managers, the ability to use information technology in work was considered less challenging by the young managers than the aging managers.

Considering the whole sample in the light of 360 data, the main challenges in managerial work are related to the development of subordinates performance and team performance as both age groups got weaker values in these sections compared the maintaining of working climate and equal work community.

Keywords: management, age, challenges, 360-degree feedback, multi-rater feedback

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1. INTRODUCTION

1.1 FIRST-TIME MANAGER DILEMMA: SINK OR SWIM

A young manager's personal work goals are often related to competence (personal job performance, technical skills) and progression (receiving promotion, advancing own career) (Hyvönen, 2011:50). Employers value these goals in a recruiting situation because they signal individual development potential. But when the young manager starts in the new position, an employer expects commitment to the goals of the organization, not to the individual's personal goals. In other words, the employer expects that the personal work goals of the young manager will be primarily focused on the success of the organization and less on the personal success of the manager.

A young manager's personal, work related objectives shift from individual goals to organizational goals with age and increasing experience (Hyvönen, 2011: 52). The problem is that the working pace in modern organizations is high and decisions have to be made quickly. By striving for success, a young manager wastes personal resources that should be used for the development of teams, products and processes. Thus, it's important to study how this transfer of work goals can be affected and the learning curve shortened in the case of the young managers. The employer of the young manager is not the only one who benefits from this. Personal work goals related to the organization also affect the occupational well-being of a young manager by increasing work engagement and lowering the chance of burnout (Hyvönen, 2011:46).

Being assigned a management role for the first time is the most challenging moment in a young person's career path. Unfortunately, this assignment is often made without proper training or an adequate support network. The new young manager is thrown feet first into deep water to either sink or swim. Ideally, every new manager should undergo a training program prior to the actual start of management duties in their new position. And, if possible, the training program should take place inside the organization, and be tailored for the organization's needs. This is because a new manager needs not only training for managing people and teams but also more

detailed information about the processes and policies inside the company where they're going to work. When properly trained, the first year as a manager will be less stressful and the need for trial-and-error in tackling new tasks is smaller, resulting in better performance of duties.

The training is important also because not all people are capable of succeeding as a supervisor – no matter how good they are as engineers, content providers or in other areas of professional employment. The supervisor training helps to break the illusion one might have about his or her capabilities as a manager and gives a realistic view about the role of the manager.

Leaders over-rate their skills, and may be oblivious about areas they need to develop. Someone who thinks he has good interpersonal skills may in fact be exhibiting behaviors that erode trust among his direct reports. Someone weak at problem analysis may make a hasty decision prior to gathering all the necessary information. (Erker et al. 2010)

The reason to accept a managerial position should relate to a sincere willingness to make a greater contribution to the organization, or a true conviction to work as a manager of people and processes as a kind of 'calling'. But more often than not, the managerial position is accepted due to material reasons, such as the additional salary compensation or the fact that it advances one's career. The problem is compounded when the criteria used to select new managers have little to do with assessment of managerial skills; people get promoted because they have good engineering skills, an 'appropriate' education, or because co-workers say that they'll become excellent managers (Erker et al. 2010).

This haste is often due to the lack of time or the urge to save in expenses. A proper selection process with several interviews and feasibility assessments takes time, and the feasibility know-how has to be sometimes bought from external professionals. But this is short sighted because more money can be wasted in letting a new manager mess with things by trial-and-error. If the company has an integrated managerial training program, the feasibility and motives of the manager can be determined in advance.

The first-time manager faces lots of challenges from which they have no previous experience as an employee, such as reprimanding a former colleague who is underperforming, firing people, dealing with senior management, handling customer complaints, resolving conflicts between subordinates, and handling difficult HR issues like sexual harassment and bullying (Erker et al. 2010). At the same time they are tackling new day-by-day responsibilities such as managing a budget, team performance and project schedules. The situation is difficult.

In the questionnaire made by CMI for young managers under 35 years of age, the respondents considered the coaching and mentoring of new managers a very effective way of improving their performance and associated this strongly with job satisfaction. However, only 27% of male and 17% of female manager respondents had actually received coaching and/or mentoring for their job (McLeod, 2008). When asked about continuous learning and personal development in their managerial positions, 68% of respondents had been developing their skills independently. Only 16% reported that their line manager had suggested their development and only 12% agreed that the HR department had a significant role in their personal development as managers. Fully 62% of the respondents said they have a personal development plan, but only 48% agreed that their organization has a competency framework covering their specific roles. Less than half of the respondents had regular reviews of their performance with their line managers (McLeod, 2008).

1.2 YOUNG MANAGERS AND WORK CHALLENGES

My study focuses on young managers because the challenges are highest at the start of the career, and because first-time managers are mostly young people. In my research sample the mean of participants was 35,8 years when they first started working as a manager. In studying the challenges experienced by young managers in their work, I'll research age-related challenges, which can be further taken into account when planning and tailoring the internal mentoring process (orientation, training, career planning) of the young managers. By identifying special qualities and challenges of

the young managers, their mentoring process can be tailored to better suit their needs and the organization's needs. Also, as many of the young managers are interested in personal career development, the risk of losing them to the competitor grows if the mentoring process is not done properly. Personally, I'm interested in the subject, because I want to advance to a managerial position in the future and want to find out how the mentoring of the young managers should best be done.

The link between a manager's age and work challenges is important, but hasn't much interested scholars in Finland or abroad. Some analyses have been conducted about managerial behaviour and the career progression of young managers. There are also studies about special problems young managers encounter, such as the conflict between great career expectations and realities. In addition, there's also need for managerial literature that would emphasize the problems and challenges of managers at different ages (Feld, 2007). The link between a manager's age and work has been an important factor in the following studies. Mellahi & Guermat (2004) have conducted empirical study about the connection between age and managerial values in India. Simpson & Altman (2000) have studied the career success of young women managers vs. older woman managers in the UK. Giuliano, Levine & Leonard (2006) have studied the effect of managers' age to the rate of quits, dismissals and promotion of managers' subordinates in U.S. retail firm. Jin-Feng Uen, Tin Wu and Hui-Yu Huang (2009) have studied young manager's (>35) interpersonal stress and its relationship to management development practices. However, none of these studies has addressed the connection between age and experienced challenges.

The most notable study about young managers in Finland has been done by Feld et al. It's a study based on two independent questionnaire surveys conducted in 1996 and 2006 to 35=> Finnish managers (engineers or technicians) working in various basic industries such as metal, construction, and forest industries. The study investigated their work characteristics, work attitudes, occupational wellbeing and sense of competence. The results indicated that organizational climate was experienced better among young managers in 2006 than in previous measurement. The main difference in comparing 1996 and 2006 was that the level of job involvement and organizational commitment was lower in 2006. This can result from the fact that Finland was still recovering from the 1990s recession here and thus the valuing of permanent work was

naturally higher among all managers, not only the young ones. However this can also be evidence of the changing work culture and the decrease of the meaning of work in the young generation.

1.3. MENTORING DEVELOPMENT PROPOSALS

In my study, I've been seeking answers to the question of what is the effect of age on the challenges experienced in managerial work, i.e. what kinds of challenges do young managers encounter compared to the aging managers? By using both evaluations given by subordinates to the middle-managers working in Yle and self-evaluations of the managers, I've been able to form a picture about the challenges the managers encounter in their work. By splitting the participants according to the age of two target groups (39 years and younger) and a control group (44 years and older), I've been able to observe the challenges of young managers and compare them to the challenges of older managers to find special, age-related challenges the young managers have in their work. I've studied the results through the organizational sensemaking process developed by Karl Weick, especially its action-driven manipulative trigger factor. In addition, I've incorporated the ideas of Michael McCaskey about the ambiguity in managerial work and decision-making. These ideas of Weick and McCaskey form a useful framework because both emphasize the complexity of the organizational environment where the manager works and the ambiguity of the managerial problem-solving situations.

My results reveal that the target group performs slightly better in action-driven, manipulative sensemaking situations compared to the control group, but that a manager's age is not statistically significant in determining one's overall ability to cope in work. The effect of age was found to be statistically related to two factors, however; 1) there is a significant correlation demonstrating that young managers have difficulties in implementing best ideas in their work community compared to the aging managers. Further, 2) according to the self-evaluation of the managers the ability to use information technology in work was considered less challenging by the young managers than the aging managers. Considering the whole sample in the light

of 360-degree evaluation data, the main challenges in managerial work are related to the development of subordinates' performance and team performance as both age groups were generally rated as weaker values in these sections compared to the sections that focus on maintaining working climate and an equal work community.

How can these results be taken into use for a firm's advantage? In the training of the young managers, emphasis should be put on project management and, most importantly, mentoring processes inside the organization have to be re-evaluated from a perspective that acknowledges the special qualities of and challenges facing the young managers. The experienced manager acting as the main mentor for the young talent has the central role. Instead of stand-alone managerial courses, the most profitable solution for the organization and the manager in the long run is to develop a total managerial coaching system. Here the idea is not only to help the new young manager to start off in his new position, but to offer continuous, consistent and practical orientation to the managerial work and to the goals and operational practices of the organization. Key guidelines include:

1. Map carefully the amount of responsibilities (budget, employees, projects etc.) that are reasonable for the young manager in the beginning. The number of challenges given should be set so that the young manager feels that he/she is capable of handling the tasks and learning while doing the work. Too many responsibilities without appropriate support in the beginning may lead to feelings of incompetence, unhealthy stress and hasty decisions or buck-passing. One possibility in training could be to give the young manager one demanding and complex project to be handled in collaboration with a more experienced manager who can guide the new young manager through the shoals and ensure that the project becomes a learning experience than an experience in surviving.
2. Consider carefully who is chosen as a mentor for the young manager. The mentor should be experienced in managerial work, motivated and eager to solve the oncoming problems with the young manager, with a will to persevere in the mentoring process and with the necessary social skills to be able to pass good managerial practices forward. It's also important to monitor the collaboration and ensure that mentor and young manager get along with their personalities.

3. If the company has several young managers on the payroll, it may be worth the expense to form an informal mentoring group where participants can share their experiences about the challenges and problems related to their work as managers. The discussions with age-peers are important, as the age-related issues can be shared more naturally, feedback is given from many sources, and the young manager can benefit from different perspectives than what comes from his main mentor. The process of mentoring would not be on the shoulders of one person, but spread across wider network inside the organization in a way that is quite natural.
4. The superior of the young manager must remember to give extensive feedback in the beginning. The feedback should be constructive and successfully completed tasks and processes should be highlighted. The feedback must be personal.
5. An important part of the mentoring process is the rotation of the young manager across different departments where he or she can follow different processes and learn more about production entities and connections between diverse departments, projects and processes.

1.4. YOUNG AND AGING WORKERS IN THE COMPARISON

Awareness about the existing differences and/or similarities in challenges experienced by the young and the aging managers is important because the managerial training is rarely considered from the age viewpoint. When age is taken into account, it is often done with misrepresented information. The reason for misrepresented information lies in age-related stereotypes and/or prejudices, which subconsciously direct individual reasoning and may lead to bad decisions when planning the mentoring. Further, definitions of performance and characteristics of young and aged employees are also many times based on strong cultural prejudices. Those prejudices guide our perception of performance and also our selections. Existing prejudices are dangerous when an employer evaluates and compares candidates for a position in recruiting

situations, or when there's a decision to make about promotion or increment advancement. A basic assumption is that the meaning of work for the older generation is strongly tied to the protestant work ethic, whereas the young generation is said to be looking for flexibility and comfort (Ilmarinen et al. 2003). Halme (2005) has separated typical characteristics related to employee age from the interviews of employees and supervisors from different organizations. The results are useful to consider.

Table 1: How age difference is defined in organization and what kind of age related characteristics can be identified from the descriptions of employees.

Aspects of young employee (<35)	Aspects of aged employee (>55)
<ul style="list-style-type: none"> • Enthusiastic • Hurry • Entails new ways of work • Technical know-how • Versatile education • Commit to career progress • Work has to be flexible • "Contract worker" • Inexperience • Challenging work as a source of motivation • Values autonomy and freedom • Individualist 	<ul style="list-style-type: none"> • Slow • Patient • Visionary • Control of entities • High professional know-how • Thorough worker and loyal to employer • Committed to organization • Employee is flexible • Norm bounded • Experience • Needs respect as source of motivation • Underlying protestant work ethic

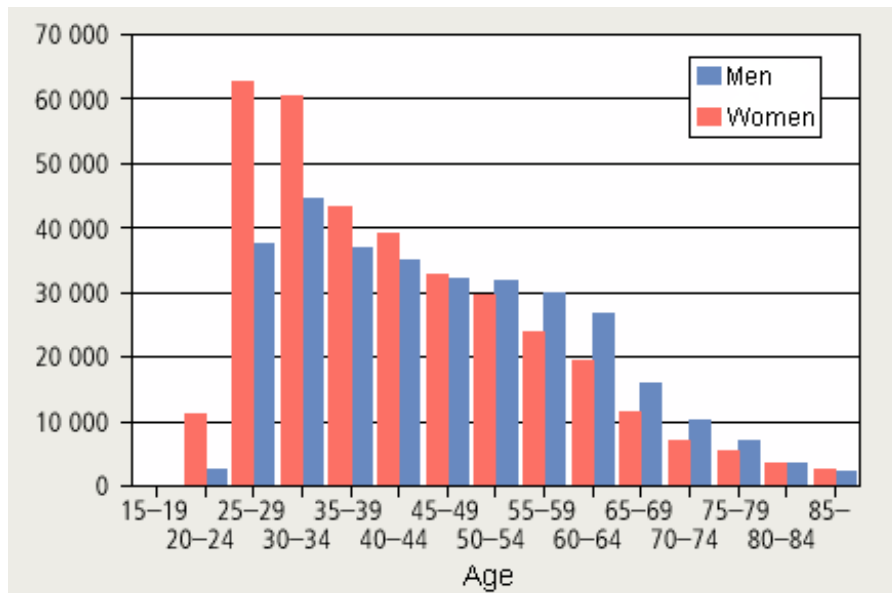
Halme,P. 2005. Eri-ikäisyys ja ikäjohtaminen – Diskursiivinen tutkimus.

This type of misleading reasoning is a natural part of human personality. By such reasoning we define our identity (who are "we" compared to "those"), and position ourselves into a work community (Halme, 2005). It's important to recognize these stereotypic attitudes as it helps to change the age-related attitudes into more positive directions (Halme, 2005). One key issue is the effect of a manager's age to his attitudes. The age of the manager and the manager's experience towards his or her own aging will affect consideration of whether the aging of employees is a factor that weakens or strengthens the working abilities (Halme, 2005:39).

1.5. WHERE YOUNG MANAGERS SHINE

In this section I review the strengths attached to young managers according to managerial studies. Mapping the strengths of young managers is important for planning their managerial training. For example, it's a waste of resources to allocate to both young and aging managers the same amount of IT training if the age-groups have clearly different starting levels – as the data validate. Technical and informational know-how are strengths of young managers compared to older managers (Paloniemi, 2004; McLeod, 2008), which is not surprising as the amount of higher educated people in working population is at present the biggest among young people and especially women (Fig.1). Katri Viippola (HR-manager at Yle) argues that young managers are quicker in assimilating different tools required in managerial work, and the overall preparedness to receive and develop their own managerial and leadership skills is better among young than older managers.

Fig.1. The share of population with academic degree by age and sex in 2007.



Source: Statistics Finland, welfare review 3/2009 – women and men in working life

Young managers experience less difficulty in following the changes in the business and working environment and are more willing to develop their skills than older managers (Larsen, 2001). The higher and up-to-date education may explain a part of this, as well as the fact that young managers have learned to use the new

communication channels and platforms such as Internet and mobile devices first in informal, social communication with friends and activity networks. The transfer of this knowledge into the working organization gives them an advantage in relation to older managers, who have first learned to use the technology and tools in an organizational setup with limited possibilities to exploit the features of technology.

Young managers are often eager and they have a strong belief in their abilities to contribute to changes. They are also optimistic and see more possibilities than threats in their near future. Younger and same age subordinates can identify themselves with this kind of managerial behavior (Toskala, 1989) and this can have a strong effect to their performance especially in the industries where the mean age of employees is quite low, as in computer and mobile game industries. However, as the younger generation is naturally more prone to oppose authority and tends to strongly support social cooperation, supervising same-age peers is not necessarily a trouble-free situation, especially if a new young manager is promoted from inside the organization and becomes a boss of his former co-workers. A manager can't play favorites and give benefits to old friends at the expense of others, and may experience loyalty conflict among other problems.

An NYM(*new young manager*) who used to hang out with his or her co-workers after office hours is suddenly deciding their assignments and deadlines, evaluating their performance, and perhaps determining the size of their paychecks. Many NYMs are startled when they realize they're now the boss who's griped about. An NYM who fails to acknowledge the power shift and puts too much emphasis on being liked and accepted is likely headed for a fall.....(McDermott,2001:44-45)

In conclusion, young managers have good abilities to adopt managerial know-how in training as they are eager to develop their managerial skills, tend to do well in handling different information technologies and communication channels and are, as a whole, eager to learn new things. This sets challenges for the execution of managerial training. Sitting in a classroom and following a trainer doing a lecture with a flip chart may quickly bore the young manager. New technologies should be implemented to

the training of young managers; live seminars with managers from different business units can be arranged by using videoconference technology etc.

1.6. THE CHALLENGES OF YOUNG MANAGERS

Next, I'll review the most common challenges related to young managers.

Recognizing these issues is also important when considering the planning of their mentoring.

As young managers have less experience about management and leadership tasks than their older colleagues, they more often face managerial situations that are new to them. Because of that, the handling of difficult managerial situations takes more time than in the case of older managers, who have experience and have developed routines in handling similar situations. Therefore, older managers feel less stress because handling troublesome and sometimes annoying situations is a natural part of their experience in duties. The strong need for support, value and recognition from bosses and colleagues (McLeod, 2008) puts pressure on organizations to develop their practices in order to support the young talents in their first years as a manager.

At the start of their career as a manager, young media managers seek to gain credibility and respect from senior managers. This can cause them to act as if they are more experienced and confident than they really are, and can result in reluctance to ask for guidance in the fear that they'll be seen as unable to handle their duties. Further, this can lead to a situation where they avoid making important decisions or taking necessary actions in the fear of mistakes and thus showing incapability (McDermott, 2001:45). As most young managers are more career- than income-oriented (Wright, 2010), the course of new young media managers should be properly monitored by a supervisor who intervenes if necessary. A study of young managers' interpersonal stress and its relationship to management development practices suggests that young managers suffer from interpersonal stress caused by the fact that their opinions differ from those of their elder managerial colleagues and senior subordinates (Jin-Feng Uen et al, 2009:49).

The feeling of being invincible and capable of anything is also common in the growing personality of young people, and with some individuals this process can be prolonged to later working years with negative consequences. Conflict between high objectives and harsh reality can cause frustration and, if not properly managed, can lead to exhaustion (Toskala, 1989).

Young managers confidence in own capabilities and the belief that own skills are the main indicator for being promoted will not always meet reality in the workplace. Companies have different kinds of policies related to promotion and the criteria of selecting those to promote may be complex and difficult to for the young manager to understand. Many young managers have problems of figuring out how to show their loyalty to their supervisor. Some superiors want the young manager to take responsibilities, but are not willing to give enough authority to make it possible. Others may just concentrate on pointing out the mistakes of the young manager instead of also acknowledging successfully handled tasks. Also, the age-related idealism of young managers can cause a lot of stress when ideals concerning the values and moral standards of the company are contradictory to their personal values and standards. This can cause young managers to question the morality of working in such an organization. This can also lead to conflicts caused by failed attempts at making things better with limited power. And because of the inexperience in working life and life generally, young managers may get confused when trying to figure out if their decisions are ethical or unethical, and whether their work conforms to the norms of the organization (Wright, 2010).

Young managers are eager to leave the jobs they don't like and are more idealistic than their elder colleagues, and so tend to put more emphasis on the meaningfulness of their job. There has to be something they believe in (McLeod, 2008). Sometimes the problem lies more in the language than in the job itself. It is important for the organization to verbalize their mission and goals plausibly and be able to also clarify the importance of the manager's job to the wider context. This is even more important with young fresh managers who are of course still searching for their identity and mapping different possibilities, a different situation compared with the aging managers that have more experience and scope to realize their position and also know that the grass is not always greener on the other side. Contradictory to common beliefs

about young managers, and despite the career-oriented behavior, young managers are loyal to their employers when receiving enough personal control over decisions (McLeod, 2008).

In summary, challenges described above can be best answered by giving the young manager an appropriate amount of responsibilities in the beginning, depending on individual preparedness. If the young manager is entrusted with too demanding projects in the beginning, there is danger that the learning curve will turn too steep and the manager may learn an erroneous coping strategy; the manager starts to transfer responsibilities and/or avoid making important decisions because the feeling of incompetence or the feeling of not being able to control the flow of situations causes problems.

For demanding projects, an outside mentor (not from the same department, or even organization) can be appointed to guide the young manager. With this mentor, the young manager can discuss about the challenging problems and decision making situations he or she faces without the fear that this would have an effect on his position in the organization. In other words, there should be a great amount of mutual trust between the young manager and the mentor.

1.7. WHERE OLDER MANAGERS SHINE

In this section I'll review the strengths of the aging managers. It's important to recognize these strengths because the aging managers can act as mentors for young managers and some of the strengths are essential for the role of mentor.

Where young and older managers may sometimes, although rarely, have equal experience about managerial work, they certainly differ in the amount of overall working experience. The older managers have gone through more changes in organizational arrangements, seen different structures and have worked together with more supervisors, peers and subordinates than their younger counterparts. This 'experience capital' is seen as practical operational knowledge, but also as tacit

knowledge, which is a strength among older managers compared to younger ones (Paloniemi, 2004; Colonia-Willner, 1998).

Tacit knowledge has both technical and cognitive dimensions; informal skills of an experienced craftsman, invisible mental models, and beliefs and perceptions of a manager are all building blocks of tacit knowledge. Tacit knowledge is a highly personal form of knowledge, and thus challenging to communicate and share in the organization. It can be done by supporting different team-working methods (Nonaka et al., 1995) or via an Expert-Novice relationship where tacit knowledge is transferred through interviewing, observing or instructing (Parsaye et al., 1988). Nonaka and Takeuchi emphasize the importance of figurative language and symbolism in the communication of tacit knowledge, and support organizational ambiguity and redundancy as a base for the transfer of tacit knowledge. The age difference between managers and subordinates further complicates the communication process as the language being used may differ and the aims related to the stage of life may affect to the strategies being used in ambiguous situations.

Tacit knowledge is important for the organization. It is experience capital, which senior employees have and take away with them when retiring or otherwise leaving a company. The forming of new individual tacit knowledge takes years and companies hardly have time to wait for it to emerge. However, the process can be accelerated by developing internal mentoring practices. Socialization is crucial in this process; senior managers can guide new young managers in both formal and informal discussions concerning managing and best practices in the organization.

Being more experienced in working life and because of their age, older managers are usually more understanding towards different age employees. This is supported by an age management study where the negative attitude towards aging employees was considered strongest among highly educated young managers, out of 777 respondents including supervisors and employees in different organizational levels (Juuti, 2002). This negative attitude can show up in different ways, such as giving priority to same age employees regarding increments, distribution of interesting work tasks, etc. Young managers may experience discomfort when giving instructions to older and more experienced subordinates, and the generational diversity may also come out as

impatience with older employees who they consider as slow performers that don't embrace technology as they do, and may also generate hostility in part by questioning the authority of a newcomer (McDermott, 2001:44). Modern working organizations often mix different generations in the same teams and under the supervision of an inexperienced young manager, where different values, ambitions, management styles and attitudes towards work lead to personal clashes more easily than under the supervision of an older and more experienced team leader. Young managers are lacking vital skills needed in this type of position, such as skills in building relationships, fostering collaboration and handling organizational dynamics and policies (McDermott, 2001:44). Different ways of communicating and using language may well be even more important factor in the lack of understanding and appreciation as young managers sometimes have difficulties in understanding the older generation, as seen for example in the study by Krogerus (2006).

In a study about quitting, dismissals and promotions at a large retail firm in the U.S. (Giuliano et al., 2006) found a clear difference in the amount of dismissals when comparing the age of managers and employees;

Employees who are at least 20 percent younger than their managers are 18 percent more likely to be dismissed than those who are closer in age to their managers ($p=.05$). In contrast, employees who are at least 20 percent older than their managers are 26 percent less likely to be dismissed ($p=.09$). (Giuliano et al, 2006:12-13)

The negative attitude of younger managers towards older employees is alarming because there's an economical need to postpone the retirement of people today. The discrimination against aging and elder employees, together with the inflexible working life, can drive aging employees away from work life even faster. Older managers' more similar life situations, and thus understanding towards their age group among employees, gives a better ground to develop solutions such as flexible working hours.

The experience advantage of older managers versus younger managers plays an important role in the amount of challenges being experienced. In the study of aged

leaders, the leaders who were 55 years old or older considered their ability of delegation and general insight about their work better than their younger colleagues. Surprisingly, perhaps, they defined also their physical fitness as better than the younger leaders and said they experienced less lack of knowledge in their work. On the other hand, they considered it harder to ask advice from younger colleagues (Dahl et al., 2001:23-24).

Experience is connected also to the results of a manager's work. Today, many young managers have larger social networks than their older colleagues. However, the breadth of the network doesn't replace the quality of it; older managers have had time to build a network with more influential contacts. In the study by Liden & Stilwel (1996), sales management employees under the supervision of older managers got better sales results than the employees under the supervision of young managers. The result was explained by the fact that the older (and more experienced) managers had a possibility to select best salespersons because of their higher position and wide contact network, thus helping their subordinates to get higher sales.

The negative attitude towards older employees among some young managers can be partly explained through the natural phase of life, where the young manager is not fully weaned from the effect of parents and is still partly rebelling against older people.

Toskala (1989) analyzed the different phases of life and life crises and their effect on leadership behavior. According to him, the ability of younger managers to empathize and support older employees may be weak because of their sometimes volatile and egocentric way of leading and a great need to social-climbing in organization. The unrealistic goals and the facing of hard realities can lead to pronounced frustration, which further degrades the young manager's ability to perform as a supporter and encourager. Young managers may expect to get lots of responsibilities, even in their first managerial job, and are disappointed when companies want to prove their worth by placing them first in routine jobs (Wright, 2010).

When comparing findings from a study conducted by the Finnish Institute of Occupational Health, the Employment and Economic Development Office, and Statistics Finland, with other studies of working conditions, similar changes are found in the overall population. These include worrying trends: the perceptions of decreasing importance of experienced work, drop in job satisfaction rates, increasing disputes between managers and subordinates; and others that are promising, such as improvement in work atmosphere and opportunities for managers to develop, and opportunity for career progression (Feld et al., 2007).

In Table 2 I have distilled the common characteristics related to young and aging managers on the basis of sections 1.5 - 1.7 in this chapter.

Table 2. Age related characteristics of young versus aging managers.

Positive characteristics of young MGR.	Positive characteristics of aging MGR.
<ul style="list-style-type: none"> • Technical and informational know-how • Assimilation of different tools required in managerial work • ability to develop managerial skills • React better to changes in business and work environment • eager • strong belief to their abilities of contributing changes. • optimistic • more career than income oriented • social cooperation skills 	<ul style="list-style-type: none"> • overall working experience • practical operational knowledge • tacit knowledge • More understanding towards different age employees • Wider contact network • ability of delegation and general insight • Better in handling organizational dynamics and policies • More experience and routines=less prone to stress
Negative characteristics of young MGR.	Negative characteristics of aging MGR
<ul style="list-style-type: none"> • more authority opposing • supervising same-age peers • lack of experience and routines=more prone to stress • lack of same-age peer support • reluctance of asking guidance • avoid making important decisions or taking necessary actions • critical towards own performance • opinion difference with elder colleagues. • age related idealism • handling organizational dynamics and policies • attitude towards older employees • need of value and recognition 	<ul style="list-style-type: none"> • Less technical and informational know-how • Slower in assimilation of different tools required in managerial work • weaker ability to develop managerial skills • React slower to changes in business and work environment

In summary, I'll highlight three strengths that are important for the aging mentor of a young manager. First and in the long run, an aging manager can give valuable tacit and informal knowledge to a young manager in joint discussions and ponderings. This tacit knowledge includes e.g. informal knowledge about how decisions and changes are best managed inside the organization, and how interaction works best with individual personalities. Second, with their own example, aging managers can promote among young manager a positive attitude towards different age employees. Third, with the help of more high-quality and wider contact network, aging managers can introduce young managers to the most crucial and important people inside the organization. By doing this, the aging manager helps a young manager to create positive communication relationships, clears obstacles out of the young manager's way, and sows seed for the young managers to grow their own contact networks.

2. THEORETICAL FRAMEWORK

2.1. SELECTING THE THEORETICAL FRAMEWORK

...leadership *is* a social influence process that can occur at the individual, dyadic, group, or strategic level where it can be shared within a top management team (Avolio et al. 2003:277)

In a multidisciplinary and complex field of leadership studies, my main interest has been more in individual and team leadership than in the organizational context. When looking for a suitable theoretical framework, I considered three possible approaches: Shared leadership, Transformational leadership, and Sensemaking in leadership. All three approaches have things in common; they view and measure the effectiveness of a leader/manager more in individual terms than in organizational context, and they focus on either the superior-subordinate relationship (Transformational and sensemaking) or the superior-team relationship (Shared leadership). All three approaches emphasize social process and interaction rather than the practices of an organization.

At first, the Transformational approach seemed most promising as it differs from the other two in offering an already validated instrument used in many studies. The Multifactor Leadership Questionnaire (MLQ 5X) measures the performance of an individual manager. However, I ended up not using the Transformational approach because getting valid results with MLQ 5X requires every manager to have the minimum of eight subordinates / responses, which I thought would not succeed in the limited resources and time available for my study. Also, previous study setups with MLQ 5X had been made with much larger data samples than I had the possibility of gathering (see for example Antonakis et al., 2003). That limits the possibility of developing any new information. There's also criticism towards the conceptual deficiencies of transformational leadership theory. Yukl (1999) claims that the theory focuses too much on dyadic subordinate-supervisor processes without sufficient accommodation of organizational or group viewpoints. He also criticizes the stereotypical, vague classifications of managers as leadership types without deeper understanding of effective leadership traits, as well as deficiencies in explaining the essential influence processes behind the managerial transformational behavior (Yukl, 1999:301-302).

The shared leadership approach also offered an instrument, developed on the basis of MLQ 5X. The Team Multifactor Leadership Questionnaire broadens the MLQ 5X to measure the effectiveness of the team and, further on the basis of results, measuring the shared leadership behavior of the team manager. The instrument had been used in fewer studies than MLQ 5X and was only developed recently. Also, the problem with the amount of team members needed to evaluate their team leaders established the same problem as with the MLQ 5X instrument.

In the end, I selected the sensemaking approach because it offered the most in-depth view of individual social interaction and because the action-driven manipulative idea of the effective supervisor resembled the transformational manager idea, but with a possibility to experiment using my own analysis of available 360-data. This was important because there's no validated instrument to measure the action-driven manipulative sensemaking behavior of a manager.

2.2. MANAGERIAL WORK IN THE CONTEXT OF SENSEMAKING

In this study about young managers, the challenges experienced in managerial work are inspected through the lens of sensemaking, a process in which people give meanings to their experiences. The process is outlined by Karl Weick, an organizational theorist, as the ways in which people are making sense of the organization and how organizations are making sense of their environments. Weick introduced his ideas in 1995 in the book *Sensemaking in Organizations*, which still works as the essential overview of the sensemaking framework. Later he wrote *Making Sense of the Organization* (2001), which combines the theory with several essays written by Weick, and also includes examples of real-life events in organizations that are analyzed through the sensemaking framework, e.g. the Mann Gulf disaster.

In the core of sensemaking is the rich and diverse communication between people in organizations, which makes sensemaking a well-suited frame for inspecting the superior-subordinate relationship. In that relationship the amount, and more importantly, the quality of mutual communication and interaction is considered a very important measure of managerial work quality.

Sensemaking occurs in everyday interaction between people. Client meetings, staff meetings, development talk between superior and subordinate, unstructured and informal daily meetings (such as conversations in the coffee table), interaction via communication technology (such as email or conversations by mobile phone) all have sensemaking as a common factor. They are examples of people encountering situations where they must make sense of what's going on in order to be able to act in a way that is reasonable. With the help of different external cues and internal models, people as sensemakers are able to complete the process of making sense. Importantly this happens by carrying out some action, like solving a problem.

The connection between sensemaking and the challenges faced by managers is related to the basic hypothesis of my study that young managers are using more active strategies to solve managerial sensemaking situations i.e. they are using more action-

driven, manipulative strategies as sensemakers when compared with their aging colleagues. My intention is not to prove that young managers are weaker or stronger in making sense of different situations, but rather that they have age-related and more active ways of solving those situations. I will argue that this should be recognized in the upper management and in the organization to be better enable supporting young managers in their first years as a supervisor.

2.3. SEVEN PROPERTIES OF SENSEMAKING

Weick introduces sensemaking theory by specifying the rules under which the process works and against which it could be better understood. Sensemaking is:

1. Grounded in identity construction

- The recipe is a question about who I am as indicated by discovery of how and what I think.

2. Retrospective

- To learn what I think, I look back over what I said earlier.

3. Enactive of sensible environments

- I create the object to be seen and inspected when I say or do something.

4. Social

- What I say and single out and conclude are determined by who socialized me and how I was socialized, as well as by the audience I anticipate will audit the conclusions I reach.

5. Ongoing

- My talking is spread across time, competes for attention with other ongoing projects, and is reflected on after it is finished, which means my interests may already have changed.

6. Focused on and by extracted cues

- The “what” that I single out and embellish as the content of the thought is only a small portion of the utterance that becomes salient because of context and personal dispositions.

7. Driven by plausibility rather than accuracy

- I need to know enough about what I think to get on with my projects, but no more, which means sufficiency and plausibility take precedence over accuracy.”

(Weick, 1995)

2.3.1. GROUNDED IN IDENTITY CONSTRUCTION

According to Weick, sensemaking is heavily grounded in individual identity construction; that is in how the identity of a manager is developed and maintained in the sensemaking occasion – the interplay between the manager and the subordinate. Weick lists three basic needs that trigger identity formulation in the sensemaking occasion: 1) the need for self-enhancement, 2) self-efficacy and 3) self-consistency. When speaking about young managers, the tendency towards self-enhancement and self-efficacy are often affiliated to them, which can be seen in enthusiasm and striving to make reforms, but also as impatience against subordinates and upper management when young managers bump into realities such as organizational regulations and policies or the imperfections of the employees. The change of individual identity, which could be described as professional role playing, is distinctive in sensemaking: “...the sensemaker is himself or herself an ongoing puzzle undergoing continual redefinition, coincident with presenting some self to others and trying to decide which self is appropriate” (Weick, 1995: 20).

As aging managers have generally more work experience and, in most cases, more managerial experience than their younger colleagues, they have also more experience about different kinds of interaction situations and knowledge about what kinds of role should be selected for which kinds of situation for a best outcome. Aging managers tend to have a stronger work identity and ability to better separate it from their private identities, which are further changed into a more constant philosophy of life that is in harmony with the professional identity. In the case of young managers, the personal as well as professional identity has just formed or more likely still in the process of evolving in big ways, for example because they are starting a family and establishing a new identity as a mother or father. In the case of young managers it's also possible

that the private identity is strong and dominant and blends too much with the professional identity – that distinctions are less clear. In the identity construction process, the supervisor capable of flexibility in taking roles is also more efficient in his work and thus a good choice for leading change management processes in the organization.

2.3.2. RETROSPECTIVE

Retrospective refers to our previous experiences and the schemes developed from them through which we're able to act in sensemaking situations. The amount of information is not important here; what's important is the amount of different situational interpretations drawn from them and, further, the resulting values of the individual. Because sensemaking situations are often complicated by several possible interpretations and directions for action, values are more crucial in solving those situations than the separate interpretations alone. In other words, values bring certainty in making decisions and help the person stick to those decisions once made. Experience is an important background factor here, as well as in the identity construction. Young manager may have a lot of substance information and also several models and interpretations, but the difference with aging manager is the fact that the interpretations haven't formed into a more permanent set of values, which are helpful in making difficult decisions. The lack of permanence in values may lead to decision-making stress and even to avoidance of difficult decisions. Although some young managers may be good at making decisions and appear confident to their subordinates, the lack of established values may still be seen in a lack of consistency in decisions – such as not being equitable in giving tasks or benefits. The more value-driven leadership in the aging group could also cause problems, of course, if for example the manager is not flexible enough. When transferring from one team to another, the permanent values and leadership style of the manager can clash with the ones already in the team and if the manager is not willing to change, the situation can become inflamed.

2.3.3. ENACTIVE OF SENSIBLE ENVIRONMENTS

In saying that sensemaking is enactive of sensible environments, Weick refers to the fact that the environment, here an organization where the manager acts, is not an entity in itself; it does not exist as a separate or sentient thing outside or beyond the people within the organization. Instead, people create the environment by conducting actions and, in the doing, create the constraints and opportunities they face. Weick gives two examples:

“Bill Walsh, when he coached the San Francisco 49ers football team, used to write out the first 20 offensive plays the team would use in a game before he even got to the stadium....On October 7, 1980, at Hartsfield Airport in Atlanta, an air traffic controller put five aircraft in a holding pattern on a clear day, and between 8:14 a.m. and 8:20 a.m., there were 10 near misses among those five aircraft. In *both* cases, people created their own environments and these environments then constrained their actions”.

In the first example, the coach had a habit of planning the offensive plays and keeping the plan despite the events that occurred in the beginning of the game. Thus, he created some rules for the environment, with which the players had to orient themselves. The example of the air traffic controller illustrates the same idea in a individual sensemaking situation. In both cases, the sensemaker (coach, air traffic controller) manipulated (created) an environment with a set of predetermined rules to which other players had to adapt.

When viewing this from a managerial perspective, the main point is to ask how aware managers are of the consequences of their actions towards subordinates, teams, the surrounding organization and further? Are they capable of taking responsibility for their actions and shaping them to achieve more positive and expedient outcomes? To become aware of the impact of their actions, managers need proper feedback and abilities to accept it and make the most of it. These individual qualities are mostly

related to an individual's mind set derived from personality. Previous experiences, education and age play less important parts in this aspect.

2.3.4. SOCIAL

“In working organizations decisions are made either in the presence of others or with the knowledge that they will have to be implemented, or understood, or approved by others. The set of considerations called into relevance on any decision-making occasion has therefore to be one shared with others or acceptable to them” (Burns & Stalker, 1961:118).

Social interaction is a central factor in sensemaking process. The interaction between manager and subordinate can be constructive or commanding in nature. A constructive manager listens and utilizes the viewpoints of the other party, and tries to reach a decision that is as equitable and as mutually satisfactory as possible, without being a too watered-down compromise. The need for social skills and social intelligence is very important, and also visible in the everyday sensemaking process of managers working in personal or personnel management. Same skills are also necessary for the upper management, whose decisions contribute equally to the lives and duties of many employees. When the interaction is more bureaucratic and indirect than personal, the wider social impact of the decisions on employees can be blurred in their minds. And it's not only the responsibility of the managers to recognize the consequences of their actions; it is also the obligation of the organization to build a managerial system where managers have enough time and resources to be in interaction with their subordinates.

When comparing young and aging managers, the social nature of sensemaking is visible in the question of the existence or lack of a managerial support network. Aging managers usually have larger and more active support networks because of longer working histories and the fact that they have more same age peers than their younger colleagues. Young managers can have large social networks outside the organization, but it rarely includes friends working in managerial positions. In the work context, young managers are also frequently lacking same age peers and can feel themselves as

outsiders among older managers. The managerial issues are difficult to share with friends because of the difference in experience and because of the professional secrecy required from managers, i.e. confidentiality.

2.3.5. ONGOING

Sensemaking is an ongoing means and that people are always in the middle of things but may not recognize these are sensemaking occasions until they are interrupted by a similar occasion. At some point they focus on the earlier occasion and the feelings (positive and negative) they experienced of the occasion according to their individual nature and use this to help them make sense of this occasion as a process. The idea of the sensemaking process being ongoing is somewhat similar to the idea of sensemaking being retrospective. The main difference is that the emphasis is on the continuous flow of the process.

In the managerial perspective this can be seen as parallel to the often pressing nature of managerial work. It is commonly the case that a manager has no time to stop and evaluate his work; maybe only in those occasions where he or she makes a distinctive mistake or is distinctively successful. If the actions taken earlier have turned out to be wrong, the manager can now, hopefully being wiser, correct the action taken. But it may well happen that the manager repeats the same pattern if he's unable to judge on the basis of his or her own previous decisions, or is not getting feedback from superiors. The ongoing nature of sensemaking refers also to the need for internal and external coaching and the continuous education of managers. The most important meaning of these interruptions for managers' everyday routines is not the new information available, but the much needed brake on the ongoing flow of duties for the manager to be able to look back and evaluate actions and solutions. And the form of the coaching matters; it should include enough debate and discussion to encourage managers to think about the possibility of individual change. Feeding information in the form of lectures alone doesn't help managers to develop their work.

2.3.6. FOCUSED ON AND BY EXTRACTED CUES

Sensemaking is focused on and by extracted cues. These are familiar structures extracted from ongoing situations. Through these cues we can develop a larger sense of what may be occurring. According to Weick, managers easily forget that it is what they do that explains their success, not their plans and documentations. The manager who spends more time conducting actions than planning and keeping meetings is typically more successful in the work. From a managerial point of view, this can be seen as a personal ability to make decisions and conduct actions also in those situations where the cues are uncertain and the consequences of actions are hard to predict.

Often the ability of manager to make a difficult decision and strongly support the implementation of it will empower subordinates, and further encourages them to do everything they can to reach the target. As a manager convinces subordinates of the importance and realizable character of the goal, the process becomes a form of self-fulfilling prophecy where deficiencies in the original plan are corrected on the way and the target is reached. A poem by Miroslav Holub about the fates a young lieutenant and his lost unit (see below) provides an amusing example of cues at work. The inability of making decisions without double-verified information coming from different sources leads to delays in the processes and sometimes to the loss of valuable order or client.

“Albert Szent-Gyorgyi, who knew a lot about maps
according to which life is on its way somewhere or other,
told us this story from the war
due to which history is on its way somewhere or other:

The young lieutenant of a small Hungarian detachment in the Alps
sent a reconnaissance unit out into the icy wasteland.
It began to snow
immediately, snowed for two days and the unit
did not return. The lieutenant suffered: he had dispatched
his own people to death.

But the third day the unit came back.
Where had they been? How had they made their way?
Yes, they said, we considered ourselves
lost and waited for the end. And then one of us

found a map in his pocket. That calmed us down.
 We pitched camp, lasted out the snowstorm and then with the map
 we discovered our bearings.
 And here we are.

The lieutenant borrowed this remarkable map
 and had a good look at it. It was not a map of the Alps
 but of the Pyrenees.

Goodbye now.”

Holub, Miroslav, 1977: ‘Brief Thoughts on Maps’ (Basbøll & Graham, 2006)

2.3.7. DRIVEN BY PLAUSIBILITY RATHER THAN ACCURACY

In this last characteristic of sensemaking, Weick notes that the process is more driven by plausibility than accuracy. As the operations in the organization are mostly time sensitive, most managers favor fast actions at the cost of accuracy. As I mentioned earlier, the cost of having closer looks can be too high in the tightening competition and the ability of a manager to use small cues in sense-and decision making gives a competitive edge to the organization. Weick compares good managers to good storytellers, which can capture the mind of listeners who are then immersed into the story world and commit themselves as a part of this story. Emphasizing the importance of a good story in sensemaking resembles the importance of charismatic and personal leadership in the upper management, such as a company CEO who performs as a front man towards press and public.

2.4. AMBIGUITY AND UNCERTAINTY AS THE TRIGGERS OF SENSEMAKING

“Two types of sensemaking occasions common to organization are ambiguity and uncertainty. The ‘shock’ in each case is somewhat different. In the case of ambiguity, people engage in sensemaking because they are confused by too many interpretations, whereas in the case of uncertainty, they do so because they are ignorant of any interpretations” (Weick, 1995).

In modern, complex organizations managers increasingly face complex problems, where available information needed to make decisions is incomplete and causal relationships are not as well understood as managers would like. Still, decisions have to be made and the manager may have to act before all necessary information is available (McCaskey, 1982). To managers experienced in handling ambiguity in the sensemaking occasion, problem solving seems more likely than experiencing uncertainty because they usually have a strong background in operative work and have thus confronted many times the same problems and solved them at a practical level – perhaps even before becoming a manager when they were working in other capacities. They have gained experience about the ambiguous nature of professional problems and are aware that often even the defining of the problem (cause and effect relationship) can be difficult, although the results are clearly visible.

However, in managerial work a new element is added to the process of sensemaking: the responsibilities of manager towards subordinates, including the obligation to build a working environment which enables full-bodied work contributions, obligations concerning labour legislation, and the need to change the individual style of interaction and communication to better fit to the new role as a manager. Therefore, the amount of ambiguity experienced is likely to grow when an experienced employee is being promoted as a new manager, and stays high until the manager become more qualified by experience and training in dealing with the subordinate dimension in this work. On the other hand, a high level of ambiguity can result from the fact that the new manager is accustomed to solving practical problems by hand but is suddenly in a situation with responsibility for creating a functional working environment, giving sufficient resources and clearing up obstacles to enable undisturbed and full-bodied work from the team. The temptation to interfere too much in the work of others is seen as irritating and a lack of confidence by the employees. The experiencing of uncertainty as a trigger of sensemaking is more likely, if a new manager has come from another organization with a different area of expertise and is lacking both know-how for the product or service and the responsibilities related to management in the new organization.

Ambiguity as a trigger of sensemaking can be seen as a natural element in the work of a media organization because in the changing media environment, problems tend to develop in ways that are more over ambiguous than unequivocal. The higher the managerial position, the wider the perspective from which the problems have to be considered. Because of the nature of ambiguity in organizational decision-making process, managers seeking to improve their mastery in complex situations should accept ambiguity in decision making and take advantage of it rather than think they can avoid this (McCaskey, 1982). In a way, a high level of ambiguity can be seen as an indication of an organization where genuine interest and commitment towards the outcomes prevails. In some cases, however, if several tests and reports have to be produced to find out the cause and effect relationship, the high level of ambiguity can also act as an inhibitor against decision making. Ambiguity in the decision making of individuals and organisations has interested other scholars (March & Olsen, 1975; Crozier & Friedberg, 1977). To take advantage of the ambiguity, managers should organize time via a mapping to make sure they're addressing the right problem and to stimulate disagreement in teams by conducting a dialectic dialogue. Perspectives and viewpoints outside the core group are occasionally needed for revising old habits and to foster creativity. (McCaskey, 1982)

Uncertainty in the sensemaking process is more related to inexperience and lack of know-how. It's a more likely reason to delays in decision making than ambiguity, and can easily lead to 'buck-passing' and inability to make certain decisions. According to Weick, uncertainty can be interpreted in a positive way also; in some professions uncertainty is an indispensable factor in the process. An example is the pharmaceutical industry where uncertainty is present throughout the process of drug development: the finding of some active agent against disease, the development of the medicine, the testing of the medicine, and finally the marketing of the medicine. It takes several years to develop a medicine because of the uncertainty that is endemic to the process. And despite of all the effort and research, nobody knows for certain if the medicine will have high market potential after it's ready. Somebody might have developed a more effective alternative medicine or a new type of medicine-free treatment could have been found (diet or other factors related to the way of life). Another example is from the mining industry:

“People do not decide to drill exploratory wells until after geological studies have shown a promising formation; they do not drill the first production wells until exploration shows that the find is ‘commercial’...and they do not develop the whole field until the first production wells come in as anticipated ...Uncertainty is reduced through news; then finally the residual uncertainty is transformed into risk, and people make their bets” (Stinchcombe, 1990:4-5).

Thus, uncertainty doesn’t always mean ignorance, but rather that knowledge needed to turn high risk to moderate one caused by the lack of relevant information for accurate decision making and judgment without further clarification.

2.5. SENSEMAKING AS BELIEF- OR ACTION-DRIVEN PROCESS

According to Weick, four ways can be separated in which people (sensemakers) are reacting to ambiguous or uncertain situations. Sensemaking can begin with **beliefs** or **actions**. Belief-driven sensemaking can further take the form of **arguing** or **expecting**, while the action-driven sensemaking can take the form of **committing** or **manipulating**.

Arguing can be used as a method of sensemaking when an environment (organization) is rather stable and given argumentations are presumably true in most situations. For example, a manager refuses to grant leave to an employee for a particular week for following reason; the week in question is important for the company because it when most of the profits are made with the company’s leading seasonal product. Furthermore, the company has just launched a new product for which consumption is also related heavily to the current season. The manager has strong evidence-based arguments with retrospective support as the company is a traditional family business that has known for years how things go with these seasonal products. The manager refuses to grant leave for that week and suggests another week in the near future.

In this example the arguing works, but if the environment is unstable (there are no well-defined rules or regulations) or there is no convincing ground for refusal because of incorrect reasoning, then the argumentation is not working and can result in a lack of confidence between the manager and the subordinate. Adapting the previous example; the same manager might refuse to grant leave in the week asked for although the employee has ensured that her workmates are not taking vacations the same week and the company is in the off-season. The manager may have weaker arguments, like a tradition of waiting for the official holiday requests of older workers first before deciding, and thus avoiding a possible negative feedback from them. The decision does not pay attention to the clarification made by the employee and raises a doubt about the true motives of the manager.

A new manager coming from different area of industry may have weak substance know-how. Being uncertain, he may first act by leaning on his beliefs and the ways that he used to operate in the previous organization. In this case, his sensemaking is driven by **expectations**. For example, a new manager informs project managers about a monthly meeting where the situation of different ad campaigns is to be checked. He asks an unfamiliar departmental secretary to join the meeting. A few days after the meeting the manager contacts the secretary and asks if she has prepared the record from the meeting? The secretary is baffled and says that she didn't know that she was supposed to take full notes and prepare the record. Instead, she has prepared a list about the incomplete campaigns and their deadlines. The manager has to admit that he gave inadequate instructions to the secretary. The reason for this was the manager's **expectation** that the secretary would prepare the record in the same way as the manager's previous secretary had done.

As relying on expectations can lead to negative outcomes, so too can **committing** to certain way of actions, which Weick describes as an action-driven process of sensemaking. Commitment refers to the situation where a manager has certain established ways of doing things, which are hard to change even if they don't fit the current situation. Strong commitment can be a defense mechanism where self-image is protected from conflicts or a view so strong (cemented from previous experiences) that it can't be easily changed even if the situation suggests opposite arguments. A manager committed to certain way of doing can experience the change of behavior as

too hard or unnecessary and, when bumping into conflict, rather justifies the old way of doing. Thus, strong commitment can make one unwilling to challenge the old way or to change one's own viewpoint and behavior.

For example, a manager who is used to recruiting people with academic qualifications has a strong argument favoring this because the job has historically included more research and development tasks. But at the present moment the managing of special engineering has more value because of the new company strategy, being forced by the changes in markets. The manager is aware of this and notices, also, that the candidates the employment agency preselects for the job interview are increasingly young people with pragmatic, hands-on degrees. These applicants have practical engineering skills (ideal skills for the present situation) instead of R&D know-how. Despite this, the manager keeps on promoting the candidates with academic degrees if there's an option to do so. He argues, that the research know-how is still relevant (old argument) and its value will grow in the future when the market develops and the company has to transition back to internal product development (an argument that is at variance with the company strategy and with most market forecasts as well). The unwillingness of the manager to support the practical experts is further explained by the fact that the manager has himself completed an academic degree and considers the ongoing academic know-how value decline as a personally unfortunate trend. He's also secretly thinking the vibrant, talented young engineers are a bit arrogant compared with the older academic staff (an irrelevant, emotional argument).

The most significant way of sensemaking is the action-driven strategy called **manipulation**. The manipulative manager sees the ongoing change as a positive and necessary issue and actively supports it by creating new working environments that are understandable and controllable by the employees, and where the central values and goals of the organization can be reached.

“A wonderful example of this manipulation is the daylight savings time coalition. This coalition, consisting of people representing convenience stores, fast food chains, greenhouses, and makers of sporting goods, lobbied the U.S. Congress to move the start of daylight savings time from the last Sunday in April to the first. This effort...created extra hours of

evening daylight, which in turn led more women to visit convenience stores and restaurants on their way home from work because they felt safer, led gardeners to think of spring earlier and to purchase more plants more quickly, and led people playing sports to begin their season earlier. This coalition found that the market environment was not fixed and uncontrollable, as they managed it into a form that made more sense” (Varadarajan et al., 1992).

The idea of manipulation as an action-driven way of doing sensemaking is similar to the dominant leadership conceptions, where a good manager is described as being capable of developing not only the profits but also the working environment and also is able to empower the employees. At the same time, the ideal manager is strongly committed to the objectives of the company and also shows it through his communication, and more importantly through his actions.

The dominance of this type of empowering and at the same time productive managing is seen in a recent study by Kara & Loughlin (2013). They’ve studied how leaders in business, military and government organizations encourage intellectual stimulation among their subordinates (generating fresh solutions to old problems, thinking “out of the box”). Their results show that almost 80% of respondents used participative methods (were open to being challenged by subordinates, brought fresh people with different backgrounds to meetings to show new ideas, gave people a chance to rethink and take a second look to something already decided for new consideration etc.), compared to directive methods where leaders instructed subordinates to use and explore the ideas of the leader (Kara & Loughlin, 2013:73-76).

The term “manipulation” is subject to more negative than positive connotations in management studies, and as such is not a good term to describe managerial behavior that is targeted for positive outcome to both employees and organizational goals. Also, the term ‘action-oriented’ refers more to the directive than to the participative management approach. In directive leadership the manager’s emphasis is on tight control and supervision of subordinates’ actions. Subordinates have limited possibilities of taking initiative and developing new ideas and concepts because they have to wait for the manager to act and give specific orders (Wendt et al., 2009:359).

By specifying and organizing teamwork, giving specific task assignments and establishing clear communication channels, a directive manager works to ensure that team members have a clear sense of direction and goals (Burke et al. 2006:292). Directive leadership style can have negative outcomes because this type of leader can often push through a low-quality decision even if team members have hidden or shared information favoring an alternative (Cruz et al., 1999:363-364). Directive leadership can also have positive outcomes on team effectiveness and productivity, however, because it orients towards the effective use of material and personnel resources in order to attain the team goal (Burke et al. 2006:292). When being non-authoritarian and non-punitive, the directive leader can reduce subordinates' role ambiguity and help them to direct their efforts towards more successful performance (House, 1996).

In participative decision making (PDM) employees are involved in decision making together with managers. Traditional managerial control and responsibilities are partly shared with the employees (Travis, 2011:827, House, 1996). The aim of the participative leader behavior is to increase congruence between subordinate goals and organizational goals and increase subordinate performance by giving more autonomy (House, 1996). A manager is likely to involve employees into the decision making process if he/she believes, that participative decision making enhances productivity and improve the quality of decisions (Parnell et al., 2003:50). PDM is related to enhanced organizational performance through strategic decision effectiveness, especially when used in Top Management Teams TMTs) (Carmeli et al. 2009:708).

Similar to PDM is the supportive leadership style. A supportive leader focuses more than others on satisfying the needs of subordinates, like displaying concern for a subordinate's welfare and creating a psychologically supportive work environment. Supportive leader behavior can reduce stress and create more trust in one's own abilities among subordinates (House, 1996). Sensitivity to individual and team needs, and care for group tensions and positive feedback, can also result in more cohesive behavior inside teams concerning task completion and interpersonal communication (Wendt et al, 2009:359). When the supportive leader, behavior is contingent on goal-directed effort and can even increase individual work performance (House, 1996).

The action-oriented, manipulative behavior is difficult to categorize in any of the above styles when considering the work of a manager. It combines two targets: building an understandable and controllable working environment (supportive leadership) and strong goal-directed effort (directive leadership). Its best described as being a managerial behavior, where the manager uses effectively different leadership styles together (directive/supportive/participative) to reach the organizational goals.

2.6 MANAGERIAL WORK STUDIED THROUGH AMBIGUOUS PROBLEM SOLVING PROCESS

According to Weick, people are engaged in sensemaking due either to 1) situational ambiguity or 2) situational uncertainty. Weick recognizes that situational ambiguity is more of characteristic in an expert organization because the expert sensemakers typically have a degree of knowledge and experience to inform justifiable interpretations and will act according to the most promising interpretation. Weick's theory is related to communication and doesn't take into account more concrete environmental business factors like allocation of resources (human, finance) and goal-setting, etc. For this reason, I have expanded my conceptual framework with Michael McCaskey's ideas about ambiguity in managerial problem solving, presented in his book *The Executive Challenge: Managing change and ambiguity*.

McCaskey presents the essential characteristics of ambiguous situations and the characteristics that complicate decision-making in these situations. He judges the effectivity of different patterns of behavior in coping with ambiguity and studies whether a manager can learn to be more tolerant and better at coping with ambiguous situations (McCaskey, 1982:9). McCaskey encapsulates his idea of ambiguity:

“Managers increasingly face poorly defined problems that are interdependent, complex, and changing. In such situations information is not as complete nor causal relationships as well understood as managers would like. For the most challenging situations, experts have cloudy crystal balls or strenuously argue contradictory positions. Yet, to be effective, a manager may have to act before the situation is entirely clear, while important elements of the problem can be interpreted in conflicting

ways, and while convincing arguments are made for and against different alternatives. In short, a manager must act in the face of ambiguity” (ibid:2).

McCaskey carried out his research by examining real-world cases where management had to make important decisions in an ambiguous environment. He illustrates five cases that he has analyzed thoroughly. These cases include two private companies, a public sector educational institute, a research group, and the case of Charles Darwin in developing the theory of evolution through natural selection. McCaskey studied managerial decision making in these cases against a list of common characteristics associated with ambiguous, changing situations, premised on studies by organizational researchers. One of his aims was to find out which of twelve characteristics that he lists (see below) were experienced as being most troublesome by managers. By combining the five cases, he numerically valued the troublesomeness of these cases using a three-point scale from slightly to very troublesome, with the mid-point characterized as moderately troublesome. He wanted identify characteristics that most often hinder managerial problem solving.

Characteristics of Ambiguous, Changing Situations:

- Nature of the problem is itself in question
- Information (amount and reliability) is problematical
- Multiple, conflicting interpretations
- Different value orientations, political/emotional clashes
- Goals are unclear, or multiple and conflicting
- Time, money, or attention are lacking
- Contradictions and paradoxes appear
- Roles are vague, responsibilities are unclear
- Success measures are lacking
- Poor understanding of cause-effect relationships
- Symbols and metaphors used
- Participation in decision-making fluid

In conclusion, McCaskey suggests that to cope with ambiguous situations, managers should consider more informal ways of addressing the problem – like forming core groups with outside members to address the problem (McCaskey, 1982:162). He also suggests that managers need to learn when to let the situation go its own way in a problem solving process, waiting for the right moment to take control. McCaskey describes this managerial behaviour as “assertively going with the flow” (ibid: 165)

McCaskey points out that managers are on the right track when they are able to appreciate ambiguity not only as a necessary part of their work, but also as useful for protecting options for the future. He refers to options that could not emerge when decisions are made in haste based on wrong arguments). More complex thinking is required to be able to address issues of change and ambiguity. Every manager has some individual cognitive map that influences personal information processing. To be successful, managers should not hurry when mapping a situation. Proper actions can be taken only when there is certainty that the right problem is being addressed. Mapping, especially revising an old map (essentially an old way of addressing the type of problem) requires creative thinking and the courage to stimulate disagreement with a dialectical approach to also invite ideas from outside the group (McCaskey, 1982: 166-169).

Finally, McCaskey presents managerial skills and attitudes needed to cope with ambiguity in problem solving:

“Problem-finding

Combination of judgment, intuition, and logic that enables a manager to key in on the right problem. Contains elements of being able to frame a problem in several different ways and to choose among them. Overlaps with map building.

Map-building

Ability to generate one or more ways of conceptualizing a problematic situation. Involves relating organizational and personal values and identity to the demands of the situation.

Janusian thinking

Shorthand for comfort with acknowledging and constructively using seemingly contradictory beliefs. Since this is often at the heart of creative thinking, provides important skill for building maps of a poorly structured problem.

Controlling and not controlling

Posture of assertively going with the flow. Knowing which things can be influenced when. Knowing when to let events follow their own head. A manager of ambiguity needs to know when to act like the captain of the ship and when to ride the river.

Humor

Humor that helps regulate stress and encourages unusual juxtapositions, rather than biting, sarcastic, denigrating humor.

Charisma

Ability to stir enthusiasm, commitment, and confidence when in troubled waters. Defines purpose for people in terms of super-ordinate goals. Heightens people's sense of their own power and their willingness to take risks."

(McCaskey, 1982: 171; Table 11.5)

2.7. GROUNDING SENSEMAKING INTO THE STUDY OF YOUNG MEDIA MANAGERS

In this study about young media managers I am interested in the ambiguous nature of the sensemaking process in managerial work, and more specifically in action-driven, manipulative responses to ambiguous situations. I understand this to be an indicator of effective management. I'm viewing the action-driven manipulative response by using both the opinions of subordinates about their closest supervisors, and the opinions of managers about the challenges they encounter in different managerial tasks. I'm interested in finding not only how well young managers perform as action-driven manipulative sensemakers compared to their elder colleagues, but also identify the most common organizational factor causing the ambiguity in problem-solving situations in a managerial job. The best way to do this is with a survey answered by both the target and control groups. I ask the managers opinions about which factors

they think most complicate their process in problem solving. I'm using the term problem solving instead of sensemaking for better intelligibility among managers, and because it relates more to the idea of managerial challenges. The questions were translated into Finnish from the instrument in English that was made by McCaskey. I have done this translation myself.

McCaskey's list of twelve common characteristics (discussed earlier) offers a starting point for figuring out the characteristic that have the most affect in problem solving among managers. To examine how the target and control groups perform as action-driven, manipulative sensemakers in ambiguous, problem-solving situations, I'm using three types of data from two sources. The evaluations of subordinates for their closest supervisor are collected from 360-degree reports, which include two kinds of data: quantitative (twelve statements answered with a five-point Likert scale) and qualitative (open-ended questionnaire). These data were provided by the Human Resources department of Yle.

The self-evaluation of managers is collected separately, using a web-based survey where managers were asked twenty-four questions about the challenges in their managerial tasks. Although the material contains both quantitative and qualitative data, the main viewpoint remains subjective; the subordinates' experience of coping with their closest supervisor in the managerial challenges, and respectively how challenging the managers themselves feel common managerial tasks to be. By this method of triangulation or cross-examination (Cohen & Mannion, 2000; O'Donoghue & Punch, 2003) I should reach more valid conclusions than possible without triangulation.

For my study, I'm using existing 360-survey because the questions are rather standardized and have been validated by research in many organizations. They are tailored by Yle to fit the specific needs of that media company. The drawback is that some of the twelve statements are not usable for evaluating the studied quality (action-driven, manipulative behavior). I've selected nine statements to study the manipulative behavior using following criteria. These nine statements were selected for analysis because they illustrate an action that clearly develops subordinates' know-how and/or the organization's standard of activity, its services or products. Actions

that are related more to manager self-development, preserving the organizational status quo, or relatively small developmental actions of subordinates work or work environment were ignored.

The open-ended question item in the 360- reports is used to study the action-driven, manipulative behavior as follows; the written feedback is classified to find opinions that represent a positive or negative action-driven, manipulative feedback among target and control groups (under 39 = target; over 44 = control).

The 360-degree data selected for this study is absent the manager's self-opinions, which is a deficiency considering the aim to use the triangulation method in the study. Because of this a separate survey was prepared to investigate the managers about the challenges they experienced in common managerial tasks. The survey was web-based and contains both questions intended to study the action-driven, manipulative behavior and questions that measure the challenges that managers experience.

The following actions were used to measure the action-driven, manipulative behavior:

- Following and implementation of technical development
- adoption of new practices
- cooperation within the company
- intervening in erroneous or irregular action
- giving feedback to subordinates
- development of (subordinates') skills
- sharing of responsibilities to subordinates
- promoting a good workplace atmosphere
- conflict management

2.8. CRITICISMS AND OPINIONS ABOUT SENSEMAKING AND AMBIGUITY IN PROBLEM-SOLVING

Sensemaking provides a way to better understand and conceptualize the complex process of communication and interpretation between people in organizations. However, it doesn't offer a validated, quantitative questionnaire for doing

measurements. It provides a vocabulary and process description for scholars to identify organizational processes related to communication and interaction, and thereby offers a starting point for the development of measuring tools.

Parry (2003: 261) sees sensemaking as a multifaceted phenomenon which provides a rich data set enabling different research methods, but at same time makes it difficult to understand the entity. The sensemaking process is widely celebrated as taking place in the context of subjective and socially constructed human experience, thus separating it from the structuro-functionalist approach. Production of formal theory through social research in the case of sensemaking is problematic. Still, researchers are trying to establish objective knowledge on the basis of sensemaking. Allard-Poesi (2005: 190) explains:

“It relies extensively on micro/interpretivist data-gathering techniques and on systematic comparison approaches to grasp the meanings people attach to their experiences (first-order understanding) and reveal regularities and systematic associations in the structuring processes of sensemaking and organizing (second-order analysis)”.

Part of the difficulty in developing a formal theory may be caused by Weick's divergent style of writing. Maanen (1995) finds Weick's style “amusingly paradoxical” and sees the text more as an essay than as a traditional research form. According to Maanen (ibid: 135-136), Weick leaves many of his interpretations open and tries to prove logical opposites to be true at the same time. Czarniawska (2005: 274) considers Weick as a stylist, experienced in interesting verbal patterns that challenge readers used to reading standard research texts. Basboll (2010) goes further and accuses Weick of numerous instances of plagiarism and of a lack of original empirical research to support his theory (Basboll, 2010: 165, 175).

McCaskey's work with managerial problem solving in ambiguous situations has not raised criticism. This can be partly due to the fact that his central ideas rely heavily on previous organizational research about the ambiguous nature of problem solving. The idea of ambiguity in problem solving as a factor that is both hindering in decision making and necessary for good quality decisions is widely accepted by organizational

scholars. McCaskey's observations about the studied cases are subjective and general, and thus hard to prove wrong or right. Also, he doesn't present any clear model (from what could be criticized) about the mechanism of ambiguity in problem solving. Whatever the case, there isn't published criticism concerning his work.

There's a clear contradiction between the original conception of sensemaking and the methods utilized by scholars. This can further lead to the transfer of the original idea of sensemaking into something new.

3. RESEARCH METHODS AND PROCESSES

3.1. RESEARCH QUESTION

This study about media managers seeks answer to three questions: 1. What kind of challenges do young media managers in Yle encounter and experience? 2. Does age affect the challenges, i.e. are the challenges different for younger compared to aging media managers? 3. How young managers in Yle perform as action-driven, manipulative sensemakers compared to the aging managers.

I've selected young managers as my target group because the challenges and performance of young managers has not been covered in many studies and this is especially true in Finland. The only notable study in Finland about young managers was about the challenges in industrial organizations such as construction, forestry and metallurgy. Finnish media managers have been studied in small, department level research frames (such as inside certain news departments), but not at an organization level.

I've included in my study only managers working in one media organization for two reasons; first, as a professional media educator and former employee of the case organization (Yle), I have both practical and theoretical knowledge about the environment and thus good abilities to analyze the data gathered from this media organization. Second, I decided not to select all young media managers in Finland

because that is not practical. Because the sample available is limited this lowers the generalizability of findings, however it provides a reliable database for analysis of Yle and can serve as a pilot study for future research about young media managers in Finland more generally.

3.2. TARGET GROUP DEFINITION

This study uses a cohort study arrangement, where an age cohort labeled “young media managers” is compared to an age cohort labeled “aging media managers”. The goal is to reveal the possible effects that age have on managerial challenges among media managers.

The definition of young and aging manager is challenging because people have different personal conceptions about the issue and the respondent’s own age has a strong determining effect on answers (Lämsä, as cited in Halme, 2005). The definition of age is also a culturally organized term (Juuti, 2002:7), and thus has different meanings in different subcultures. A 35-year old professional ballet dancer can be considered old, or at least aging, among her workmates, while a scholar of same age can be considered as a young professional. Above all, we rely heavily on language when forming impressions and opinions. Our environment and the way language is typically used in different subcultures and groups serves to mold perception about the definition of age (Lämsä, as cited in Halme, 2002).

In my original research plan, I predefined the target group as managers at age 35 years or younger. The concept was adapted from the age group defined in the National age program 1998-2002 (Juuti, 2002). The same classification of age is used in the earlier longitudinal FINNMA-10 study about managers’ work and occupational well-being between 1996-2006 (Feld et al., 2007).

Originally, I also defined two control groups for comparison: the “aging” managers between 45-54 years of age and the “aged” managers over 55 years (Juuti, 2002). Over 55-year old employees have been often characterized as “aged” in public debate

and legislation (Ilmarinen et al., 2003). Age 45 is when the first symptoms of work strain tend to appear (Paloniemi, 2004: 12).

When searching for managers for my study together with representatives of the Yle HR department it became evident that there's not many under managers on the Yle pay roll under-35 years of age. In fact, I had only three cases (32, 33 and 35 years of age, respectively). According to Yle statistics, there's 271 managers working in Yle and the average age is 47, which can be considered quite high. The unavailability of managers under 35 years old forced me to raise the upper limit of the target group "young media managers" to 39 years of age, which represents the oldest manager in my data set under the control group of "aging managers".

With this solution, the target group the same approximate size as the control group (7/8), which stayed nearly equal with the original setting (the youngest qualified manager among the control group was 44 years old at the time of 360-degree evaluation in my data set). I only had one manager the intended "aged media managers" group (a 59 year old manager) and therefore had to drop this idea. The final formulation of the study became two groups: 1) a target group of "young media managers" age 39 and younger", and 2) "aging media managers" age of 44 and older. Because of the high average age of managers in Yle, I consider my definition of the "young media managers" group a justifiable decision.

3.3. RESEARCH DATA: 360-DEGREE MANAGERIAL REPORTS

The main criteria in selecting the organization from which to gather data was that I could get access to 360-degree managerial performance evaluation reports made with the same phrasing of questions for the complete sample of selected media managers. The criterion of having a large enough media organization was also set for validity reasons. I abandoned the idea of collecting data from different media organizations because the phrasing of questions in 360-degree reports differs, making comparison difficult. Alma Media and Sanoma both refused to give access to 360-degree evaluation data gathered in their Finnish business units. I therefore had to confine my study to Yle. In selecting managers for the study, I ended up using

purposive sampling where the participants meet predetermined criteria for eligibility as required for the study (Wrench, 2008). This was a requirement of the Yle HR chief, Ms. Katri Viippola, for her to handle the preselecting inside the firm. The participants were selected by Ms. Viippola, except for two managers that I found via network sampling (Wrench, 2008) with the help of the preselected managers. Using official channels, I was able to get permission for conducting the study and access the relevant data for analysis. The pre-selecting of managers raises an issue of how well the data represents the studied population of Yle managers); the sample is small and not random non-probability sampling. With this type of sampling technique, sampling bias is likely to occur (Wrench, 2008).

To avoid being too selective, I minimized the criteria given to Viippola and asked her to collect a list of managers that still work in a managerial position in Yle, who belong to one of the defined age groups, and have participated in the 360-degree evaluation process at least once. The resulting list was not entirely adequate because some of the preselected managers belonged to an age group other than claimed. The list also contained young managers who hadn't yet been involved in 360-degree evaluation because of limited time in the managerial position or because they didn't have the required minimum (eight) subordinates.

Despite deficiencies, the sample is suitable for making conclusions about the case of Yle. The representativeness of non-probability sampling could be as accurate as probability sampling, the problem lies in the fact that statistical support for the sampling error cannot be provided and so one must exercise much greater caution (Wrench, 2008). The technique of using non-probability sampling is more common in qualitative research (Silverman, 2005) settings, and can be also justified in the quantitative research setting where there is topical sensitivity or the phenomenon studied is new, or given the lack of available resources such as time and money (Wrench, 2008).

3.4. THE USABILITY OF 360-DEGREE DATA IN THE STUDY

The main data collected for the study is composed of 360-degree reports that provide “multi-rater feedback”. 360-degree feedback is widely used by HR professionals and different leadership development programs all over the world (Fleenor et al, 1997). Feedback about the performance of a manager is collected from subordinates, peers and supervisors. The manager also completes a self-assessment that can be compared with the feedback from the others. Sometimes feedback is collected also from stakeholders operating outside the organization, such as suppliers or customers. The results of 360-degree feedback are often evaluated together by the manager and his superior and used for self-development planning. In some organizations the results are also used for making administrative decisions, such as promotions or salary increments. This is usually done by combining the results with results from other measurements, such as annual returns or the productivity of the manager’s department – or the whole organization.

The use of 360-degree feedback in making administrative decisions has generated strong criticism, however. The key flaw is that, when linked to compensation decisions, 360-degree feedback doesn’t no longer works as a reliable development tool. Respondents can manipulate the process by under- or over-estimating their supervisor, depending on which works for their benefit in the given situation. This can lead to reduction in productivity and performance if trust and honesty are lost in the organization (Lassiter, 1997).

Other critics point out that 360-degree feedback focuses too much on negative results and weaknesses and is too often only loosely connected to the organization’s strategic aims. Also, respondents’ possibility to get advice if they don’t understand the questions is weak, as the tool is automated. Because the tool is simple, people responsible for developing and conducting the survey inside the organization don’t have to be experienced in doing surveys. Too often the development of a set of questions is done by a third-party without proper consideration of the adequacy of the organization and its objectives.

When looking at the positive aspects, the 360-degree tool is a remarkable improvement over one-dimensional feedback collected from superiors, and it provides enough information about the developmental needs. It's easy to do and works equally well in analyzing management performance, team performance and the customer-organization relationship.

3.5. CASE YLEISRADIO

The data for this study was collected from the managers of Yleisradio. Yle is the Finnish public service broadcasting company and produces television and radio programs, and online content. Yle has four nationwide television channels and six nationwide radio channels that broadcast all together 70.000 hours of programming annually. In addition, Yle maintains four websites offering news and archived broadcast programs (source: www.yle.fi). In 2011, Yle TV1 was the most popular television channel in Finland and Yle's total share of daily television viewing was 44%. Yle Radio Suomi was a dominant market leader in same period of time. The Yle total share of daily radio listening was 53% (ibid).

Yleisradio is a limited company operating in the administrative sector of the Ministry of Transport and Communications. The company is 99.9% state owned and supervision is the responsibility of a 21-member Administrative Council which selects the Yle Executive Board of Directors and sees that tasks involving public service program activities are carried out based on The 1993 Act on Yleisradio Oy, the legal instrument that legitimates Yle. The Administrative Council has an obligation to report on the implementation of the public service mission to the Finnish Parliament every second year (Act on Yleisradio Oy)

The Act on Yleisradio Oy specifies several responsibilities for which Yle is obligated to carry out a public service duty. These include:

- Providing media services for minorities and special groups
- Produce and develop Finnish culture and art
- Taking educational and equality aspects into consideration in the programs
- Promote cultural interaction and provide programming directed abroad

- Broadcast official announcements when needed

Yle's total revenue in 2011 was € 432.4 million EUR. The television license fee was the source until recently and represented 96.1% of the total. Yle's operating loss in 2011 was € 1.4 million EUR, compared with year 2010 when it was € 25.6 million EUR. The reduced operating loss is a result of organizational changes, decreased distribution costs and decreased costs related to broadcasting rights, as there were no major sports events that Yle broadcast in year 2011 (Yle Financial statements, 2011)

Yle's operations are mainly financed by a television fee that was €252,25 per year. Advertising is prohibited. The authority controlling the TV fee system is the Finnish Communications Regulatory Authority (FICORA). A household is obliged to pay the fee if it owns a television set that is stored or kept in a way that TV-transmissions can be easily received. The amount of use, channels watched or the way the transmission is received has no effect on the TV fee (www.ficora.fi).

The TV fee system has generated a lot of criticisms, including the fact that it doesn't take account of the payer's financial situation. A notable amount of Finns were not paying the fee because the risk of being caught was small and the fine wasn't big. In the year 2011, FICORA estimated that more than 250.000 people were not paying the license fee, resulting in the loss of tens of millions of Euros to Yle (www.demari.fi, 21.9.2011). Better ways of financing operations were examined for several years. In summer 2012 the Finnish Parliament approved legislation authorizing a new public service broadcasting tax.

The new tax entered into force at the beginning of year 2013. The new Yle tax applies to every Finnish adult, whereas the former TV fee was at the household level. The tax is based on earned- and investment income being 0,64% of them. Those earning less than € 7.813 per year are exempt from the tax, and the highest rate levied is €140 when annual income exceeds € 21.800. The lowest rate will be € 50 (www.mtv3.fi, 16.12.2011). The biggest savers are single households because their tax will be only 50% of the earlier TV fee at its highest rates. Most of the households with two working adults will pay about the same amount of new tax as the old TV fee.

At the end of year 2011, Yle had 3.092 permanent contract workers on its payroll, which was 88 people less than in year 2010. The amount of workers has dropped steadily this century and Yle has kept to its strategy to reduce the amount of permanent workers to 3.000 by the end of year 2012. Mostly this strategy is conducted via natural reduction (retiring and following rearrangement of operations). Also, the use of part-time employees and freelancers was to be lowered by 12% by the end of the year 2012 (YLE Henkilöstökertomus, 2011).

At the beginning of 21st century Yle had modernized its organization and executed many innovations. It's now more open to audiences, more interactive via new services, and a more advanced and up-to-date broadcasting company when looking at production technology and program formats. However, prolonged financial rehabilitation and reduction of employees have been as distinctive to its strategy and public image as the strategy of achieving a new and modern Yle. Uncertainty, caused by the delay in renewing the funding model by government, has further reduced the company's willingness to make investments. Although funding has been secured from the beginning of 2013, Yle still plans to cut 30-50% from external program acquisitions in the near future. This means, that many smaller TV-production companies will go out of business as Yle has traditionally been a natural partner for them by buying many documentaries and current affairs programs, in which private commercial channels are not interested. According to CEO Lauri Kivinen, the share of programs made in Yle will rise in the future, however. Yle already has a wide archive of programs, reruns and premieres of programs not yet aired, and these will be seen more in the future.

In the year 2000, Yle had 3.941 permanent employees. By the year 2010 the amount of permanent employees had dropped to 3.180. Yle has announced a further reduction of employees, targeted at 3000 permanent employees by the end of 2012. The number of managers has dropped even more sharply when compared to overall the reduction of employees. In 2002, 430 people were working as a superior at some level in Yle; the amount has dropped to 271. The share of permanent staff compared to fixed-term staff has been steadily growing during the past decade; up from 76% in 2002 to 89% in 2009.

In the year 2011, 49% of the permanent staff and 54% of the fixed-term staff was female. The proportion of women managers was 47%, and roughly the same percentage report to the Yle Executive Board (46%). There are seven women in the Yle Executive Board, which has thirteen members. Women have made remarkable gains as managers and enjoy leading positions in Yle over the last decade. In 1998, the share of women among all managers in Yle was 23% (YLE Henkilöstökertomus 2011)

3.6. 360-DEGREE EVALUATION IN YLE

The 360-degree evaluation is conducted in Yle in conjunction with a Personnel Working Atmosphere Measurement (TYKE, in Finnish) twice annually, first in May and then in December. In both cases measurement investigates changes in work atmosphere, spring and autumn. The work atmosphere measures began at Yle in 2006, but the 360-degree tool has been in longer use. From this perspective, the HR department can be considered as relatively experienced when it comes to the evaluation and use of 360 results.

As an aside, and to explain briefly, TYKE- measurement is outsourced and a private company is responsible for analyzing data and preparing the report. The HR department handles internal communication and logistics for the questionnaire. Some of the questions are standardized and some are tailored for Yle by the HR department to better fit the purposes of the organization. The tailored questions include a stress instrument and a working capacity index. There's also a qualitative strategic instrument that changes every year. In 2011, Yle measured the renewal of working culture with the strategic instrument. The questions in the 360-degree measurement tool are inspected routinely and updated when necessary to align emphasis with Yle's current managerial strategy. At present, the relevance of 360-degree questions is especially important for the development of a new coaching leadership program. The collected data should provide insights for development of the organization in accordance with the effective leadership structure and strategy (Viippola, 2011).

3.7. CRITERION FOR 360-DEGREE EVALUATION AND REPORT

In practice, all Yle managers have permanent employment contracts, but having a fixed-term contract is not a barrier for participation in 360-degree evaluation. Length of time in service as a manager is no barrier either. However, a manager must have subordinates because the evaluation cannot be done otherwise. A minimum of five subordinate's responses is required for the report to be sent to their superior; otherwise the report is not published. Less than five would chance crossing a line with Yle privacy policy; with fewer respondents it is too easy to figure out who said what, especially in the open-ended evaluations in the second page of the report. However, Yle has a practice that if the team members that have responded to the questionnaire want the report to be published and give their personal approval, then the manager is obligated to receive the report and process it with subordinates regardless of the amount of respondents.

The reliability of results is better with more respondents, and ideally eight is the minimum. In the reports gathered for this study of young media managers at Yle, the amount of respondents was eight or higher in all but four reports, and those had seven each. So the reports can be considered reliable.

In the case of Yle, the term '360' is a bit debatable as the data used in this study doesn't include evaluations from cooperating external partners, such as representatives of subcontractors. But of course the decision to limit respondents to manager's own subordinates and the immediate superior makes the results easier to interpret. A manager receiving feedback can concentrate on viewing the performance of his or her own team and their working atmosphere.

From Yle's organizational point of view it could make sense to expand the group of respondents because the biggest problems related to managerial work and communication oft times arise in the efforts at cooperation between teams, departments and third parties outside the 'home' team. The communication and operation problems between teams and departments were mentioned in the written comments in 360-degree reports in the sample. Some respondents also wanted to have the option of giving feedback also to other managers than the one being

measured. Ms. Viippola said this option was added to the TYKE measurement conducted in the May 2011.

3.8. HOW YLE MAKES USE OF THE 360 RESULTS

In Yle, the 360-degree reports are primarily intended for managers to use in developing team performance and well-being, and therefore in cooperation with their subordinates. An HR management team also reviews the reports each time new results arrive. This team considers whether the results give grounds for any summary actions at the corporate level. The results of TYKE measurements, such as the strategic tool, are instruments for measuring the realization of objectives recorded in the personal balanced scorecard required for Yle executives that are part of this system. Consequently, the 360-degree evaluation is also part of a process related to increments and promotions, although so far only for a small proportion. This can be considered a good thing since the use of 360 results to decide about compensations has raised so much criticism. According to Ms. Viippola, several consecutive measurements give a clear picture of a manager's developmental progress. If the results are weak from year to year, the manager must address questions about his or her suitability for the managerial position, and may conclude that it's not reasonable to continue as the manager of a team that gives consecutive votes of no confidence.

Ms. Viippola said that Yle managers typically consider the 360 reports a good message about the factors they should pay more attention to in their work, and appreciate knowing the strengths they have as a manager. In her view, the tool is good tool for what it's designed to measure and achieve. For subordinates it works as a channel to express their honest opinion about the service they get from their nearest supervisor. For the manager it works as a necessary pause to reflect on how subordinates value work performance. This type of measurement is needed because precious few have time to stop and think about their managerial methods and strategies in the middle of fast-paced media work. Ms. Viippola emphasizes that every manager is obliged to build a personal philosophy of leadership and management, e.g. the best way to lead the current team.

The Yle 360-degree tool has twelve statements. Each is answered using a 5-point Likert scale (Wrench, 2008), from 5 which means one strongly agrees to 1, meaning one strongly disagrees. It concludes with an open-ended question (Wrench, 2008) where respondents are asked to make qualitative observations about the management work. The resulting 2-page report illustrates the mean values for all answers, displayed as a radar diagram. The Likert scale extends from 1 at the center to the 5 at the outside edge. The green line connects the mean values to form a pattern that visualizes performance in and between items, as well as the similarity of answers to certain questions (called “observation clusters”). The second page lists the answers given to the open-ended question, and these are anonymized.

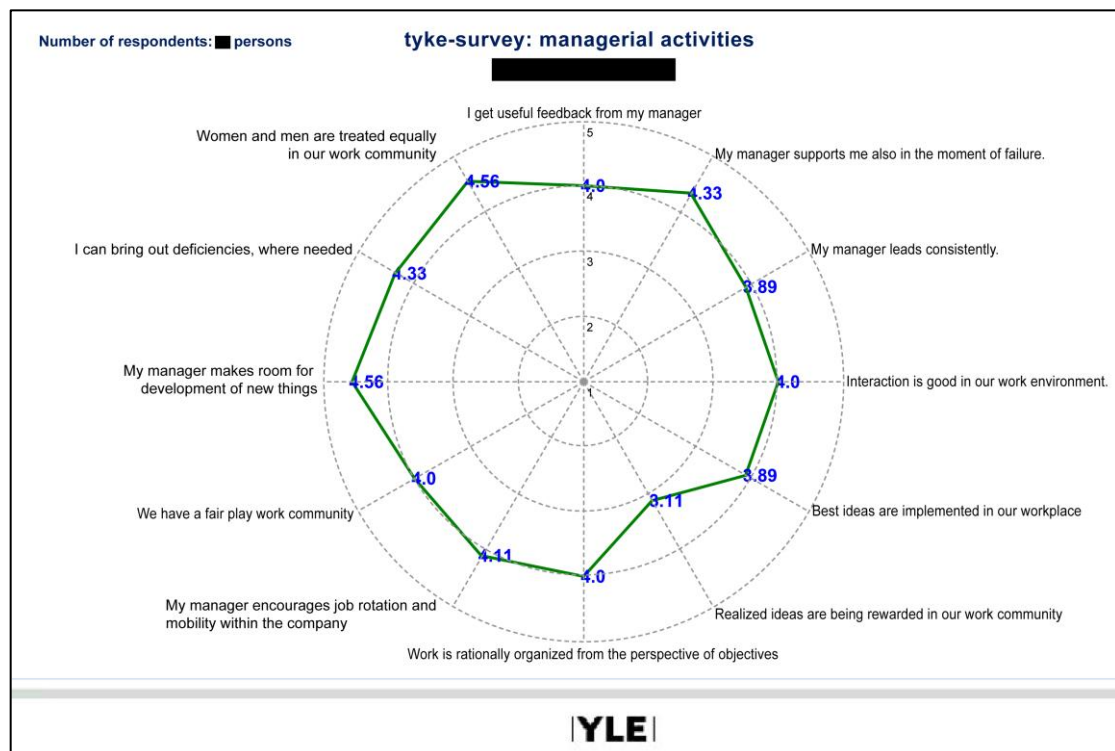


Fig.2. Sample 360-degree report, Yle case research data.

To analyze differences in the results of the young media managers (≤ 39) and aging media managers ($44 \leq$), the mean values of results in target and control groups were compared using SPSS statistics software. I compared the mean values for all statements and the mean values of separate statements between the two groups. To analyze the possible correlation between the age of the manager and the performance value reported, Pearson Correlation was computed to locate the possible, correlation

and the type (positive or negative). A significance level of .05% is considered adequate for reporting a correlation.

3.9. HOW ARE CHALLENGES SELF-EVALUATED BY MANAGERS?

The 360-degree feedback sometimes encompasses the manager's self-evaluation form together with subordinate evaluations. For this study I was only able to access the subordinate evaluations. Originally, I planned to conduct 5-6 interviews of randomly sampled managers in both age groups. I gave up the idea when I concluded that the qualitative type data gathered with personal interviews would differ too much from the quantitative radar chart values and would be difficult to connect with the main data, regardless of the analyzing method that would have been implemented.

In addition, there was already qualitative data to be analyzed in the form of subordinates' written opinions included in the 360-degree reports, and this data was more valid for the purposes than conducting separate interviews. I was still missing the viewpoint of the managers needed to compare with the subordinates' viewpoint, and thus decided to compile a web survey to collect self-assessments from the managers participating to the study. Because I also needed background information on age, especially, but also gender and experience as a manager for data analysis, it was natural to include those items in the web survey. As the Yle 360-degree questionnaire covered only few aspects of the responsibilities of a manager and I wanted to find out how challenging or easy the managers experienced the most basic tasks and responsibilities typically involved in the work, I formulated 24 questions using the same scale (Likert) as the 360-degree tool with an option to answer "not part of my duties". The 24 questions were formulated by using the phrasing of questions in the FINNMA-10 study (Feld et al., 2007) and the list of manager duties in relation to the effects of age on management values was drawn from an earlier study in India (Mellahi et al., 2004:206-207).

I developed a few questions myself. Besides the experience of challenging work duties I was interested about what kinds of situational factors complicate problem solving (sensemaking). For this, I formulated a multiple-choice question where I

asked the respondent to select three situational factors the respondent thought to have the most affect on their everyday problem solving in work. The answer options were formulated on the basis of the list of ambiguous situations created by McCaskey (1982).

3.10. YOUNG AND AGING MANAGERS AS ACTION-DRIVEN SENSEMAKERS

To analyze the level of manipulative, action-driven sensemaking between the young and the aging managers, I classified six out of twelve statements in the Yle 360-degree reports to represent this type of behavior. Six other statements were classified as not representing the action-driven management behavior. The six not representative are:

- My manager supports me also in the moment of failure
- My manager leads consistently
- Interaction is good in our work environment
- We have a fair play work community
- I can bring out deficiencies, where needed
- Women and men are treated equally in our work community

The quality of interaction, the level of fair play and the equal treatment of both sexes are all important issues in securing a healthy work environment where employees feel well and can put their full energy into work. A manager getting high scores in these areas is likely a talented person in human resource issues and thus suitable for a management job. However, these don't reveal anything about capabilities in developing subordinates' skills and potential, or helping them to implement new ideas or concepts. The same applies to the ability to lead individuals consistently.

Consistent treatment of subordinates means, for example, that a manager treats employees fairly, doesn't play favorites and makes decisions by using well-defined arguments. Action-driven, manipulative managing requires other talents like the 'placing of bets' on the most promising ideas and the ability to be flexible in management practices and constantly explore where to go next. Thus, consistent

leading doesn't refer to action-oriented behavior, although it is a good characteristic for a manager.

Supporting in the moment of failure is important as it prevents the employee from turning into a cautious, play it safe person who is not anymore giving new ideas or exploring new ways of handling tasks due to the fear of harsh feedback or punishment. This kind of support has an empowering effect that resembles the manipulative managerial behavior. The main difference is that it doesn't take this any further, i.e. "in the moment of failure, my manager helps me to learn something that I can take the advantage of in the future". Rather, the manager signals that failure is tolerated and seen as part of the learning process. "I can bring out deficiencies where needed" refers to possibilities for giving feedback to management, but to be action-driven management behavior it would have to relate to the idea of what the action is that follows, i.e. "My manager acts according to deficiency feedback he/she gets from subordinates". Thus, it was not directly applicable either.

The following six statements are classified as representing action-driven management behavior:

- I get useful feedback from my manager
- Best ideas are implemented in our workplace
- Realized ideas are being rewarded in our work community
- Work is rationally organized from the perspective of objectives
- My manager encourages job rotation and mobility within the company
- My manager makes room for development of new things

The selected statements differ from other six in that each represents a more active type of managerial behavior and with a clear goal of manipulating the performance of the subordinate (job rotation and mobility, useful feedback), working environment (rationally organized work) or the development work (support to develop, rewards from realized ideas, implementation of ideas) to achieve better results.

4. RESULTS OF DATA ANALYSIS

4.1. BACKGROUND INFORMATION OF PARTICIPANTS

The average share of women managers working in Yle is 44% (2010), while the average in my sample was 67%. That means women managers were over-represented, especially in the control group.

Higher-level education is favored for a managerial position more than lower-level degrees (Table 3). In Finland the first students to earn applied or practical bachelor's degree (from polytechnic schools) graduated at the end of 1990's. The equivalent master's degree was introduced in 2006. The traditional Master's degree was dominant in this sample. One likely reason is that most young managers in this study are well over 30, and some closer to 40. The amount of managers with practical-level bachelor- or master-level degrees will rise in the future, especially in the media business, because the majority of young professionals in the business are now educated in polytechnic schools, described in English as "Applied Science Universities".

Looking at the years in a managerial position, its noticeable that job rotation has been actively done in Yle. A majority of the managers in the control group reported less than a year of experience in their current managerial position, whereas managers in the target group reported a year or more of experience in their current positions. The sample consists mainly of managers working at the middle management level.

Two-thirds of the managers reported a 36-40 hour workweek. In the control group, the amount of managers reporting longer working hours was considerably bigger compared to the target group. This is in contrast to the fact that aging managers have more experience in managerial work than young managers, and thus the aging managers should be able to perform better and use less time than the young managers. The explanation may be that the majority of aging managers have been in their current managerial position less than a year. Regardless of managerial experience, it takes

time in the beginning to get to know subordinates and to adapt one's way of working to the demands of new position.

Fully 60% of the managers reported having over 50 subordinates, and this correlated with age similar to the longer working hours (Table 3). The great majority, 87,5% , of aging managers reported having more than 50 subordinates, while the figure for young managers was only 28,6%. This suggests that as Yle managers get managing experience they are given more responsibility. As mentioned earlier, it's wise to give young, inexperienced managers less responsibility at the beginning and not to increase responsibilities until they can handle the growth. The amount of subordinates is strongly related to this, as the dealing with subordinates requires more managerial experience than dealing with projects. All the respondents had a permanent employment contract, and nearly all had regular daily working hours. This is common in managerial work and in line with the demographic aspect of Feld's study. The permanent contract ensures more continuity in the management work for the organization. For an individual manager it offers a chance to develop in one's own work and teamwork over the long run.

Table 3. Background information of participants (%)

Target groups	n	n%	
32-39(young)	7	46,7	
44-59(aging)	8	53,3	
Gender	all	young	aging
Female	66.7	57.1	75.0
Male	33.3	42.9	25.0
Education			
No professional education	6,7	14.3	-
College-level training	26,7	28.6	25.0
Bachelor's degree*	20.0	14.3	25.0
Master's degree	46,7	42.9	50.0
Managerial experience			
3 years	13.3	28.6	-
4 years	26.7	14.3	37.5
5 years	20.0	42.9	-
6 years	6.7	14.3	-
10 years	6.7	-	12.5
More than 10 years	26.7	-	50.0
Experience in current position			
Not working as a manager at the moment	6.7		
Less than a year	33.3	-	62.5
1 year	13.3	33.3	-
2 years	6.7	16.7	-
3 years	13.3	16.7	12.5
4 years	13.3	-	25.0
5 years	13.3	33.3	-
Level of management			
Upper management	13.3	-	25.0
Middle Management	73.3	71.4	75.0
Foreman	13.3	28.6	-
Employment Status			
Regular day work	93.3	85.7	100.0
Shift Work	6.7	14.3	-
Employment Contract			
Permanent	100.0	100.0	100.0
Working hours per week			
36-40 hours	66.7	85.7	50.0
Over 40 hours	33.3	14.3	50.0
Amount of subordinates			
11-20 employees	13.3	14.3	12.5
21-50 employees	26.7	57.1	-
Over 50 employees	60.0	28.6	87.5

*University and polytechnic degrees combined

4.2. 360 OPEN-ENDED FEEDBACK

The option to give informal written feedback about the quality of managerial work was used to varying degrees. The total number of subordinates responding to the 360 questionnaire was 230 and the mean value was 15,33 subordinates per manager. The median value was 13 subordinates per manager, which is sufficient for this study considering the reliability of the data. On the other hand, among the 15 reports in the sample only two managers got 20 individual responses although 60% of the managers reported having more than 50 subordinates.

The total count of separate written comments was 64, varying between 0-18 per report. The mean value of comments per manager was 4,27 and the median value was 2. In the young media managers group (7 managers), a total of 37 comments were given and in the group of aging managers (8 managers) the total amount of comments was 27. Although subordinates were asked to evaluate the managerial work, many other issues were also discussed, which is natural as the work of the manager is strongly tied to the work of the team, between different teams and to the organization. All of that can't be handled as separate entities. That makes it difficult, however, to parse the comments because they are sometimes more than only feedback for manager; they are comments about Yle management in general or organizational practices overall. By analyzing the answers, four categories were identified: **1. Feedback to closest supervisor** (manager), **2. Feedback to team** (including indirect feedback to closest supervisor), **3. Feedback to organization and its practices** and **4. Feedback to HR department** concerning the development of HR management, TYKE survey (including 360-tool) and recreational activities administered by the HR department.

4.2.1. CHARACTERISTICS OF POSITIVE FEEDBACK IN TWO AGE GROUPS

My supervisor has been very supportive and it has been easy to get along with him. He has handled matters purposefully and with a big heart.

(feedback, group <=39)

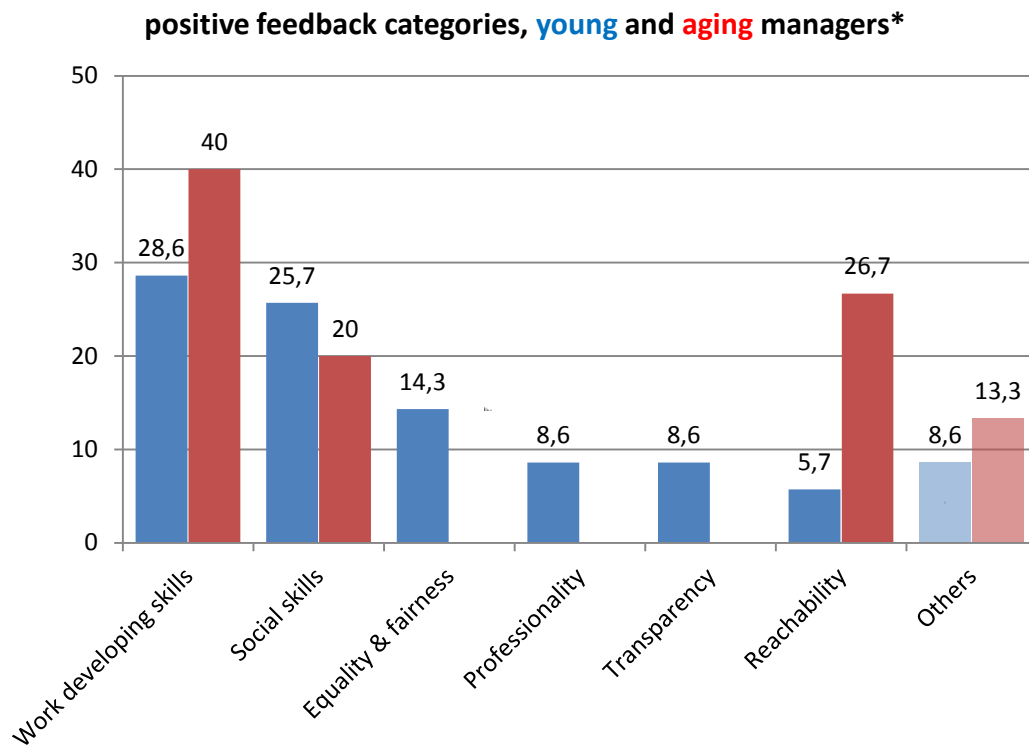
My supervisor acts logically, is present, and his door is always open.

(feedback, group 44=<)

In both age groups, feedback that could be categorized as positive was given in nearly equal amount. The feedback received by young managers was more personal in nature and easier to authenticate as feedback directed to the manager himself or herself, whereas the feedback received by the aging managers was more often of a general type and directed towards the organization and its general management practices. One reason for this result is that all of the young managers had been in their current managerial positions at least a year and one-third of the sample for five years, whereas almost two-thirds of the aging managers reported less than a year's work in their current managerial position. Thus, subordinates of the young managers have been acquainted better and are able to give feedback that is more personal in nature. In the case of the aging managers, the time frame has been shorter.

Another factor to shorten this time frame is that the aging managers have had to take over new practices and develop their routines first. These two things are visible in the aging managers' results, as the feedback is targeted more to the actions of the upper management and the organization. In the aging managers group, 87,5% reported having more than 50 subordinates, whereas 71,4% of the young managers reported to having between 11-50 subordinates (at most). When supervising a larger group, the manager's time is at a premium and there are less possibilities for personal contact with subordinates. The manager's personal image can remain distant in the eyes of subordinates and the more personal level of evaluation can be difficult or impossible to get.

Graph 1. Categorization of positive written feedback with target and control groups.



* Percentage (%) of single feedback comments. Comments categorized as not providing direct feedback to supervisor were excluded. "Others" is a total of single comments that don't belong to any of the research categories.

Some themes could be distinguished from the feedback of both groups. The most significant category in both groups was feedback concerning the subordinate's view of the **work developing skills** of their managers. However, the way these skills were described had a notable difference between the two groups. In the feedback for young managers they were described as being rich in ideas, capable of developing new things, entrepreneurial and supportive, while in the feedback of aging managers the skills of creating and maintaining a conversational working atmosphere where people are being listened to was more characteristic. This is consistent with the idea that the young managers have good social cooperation skills, an ability to react to changes in the business and work environment, and a strong belief in their abilities to contribute changes (see Table.2). Respectively, the aging manager's ability to create a conversational working atmosphere is consistent with their higher degrees of tacit knowledge, ability to delegate and higher propensity for general insight (see Table.2). The aging managers avoid meddling in their subordinates' work and make interventions only when appropriate and effective. The aging managers concentrate

more on building and securing an undisturbed and healthy working environment where subordinates and teams can target their mental and physical efforts on performance and achieving goals.

Despite differences in the descriptive terms used in the positive feedback for young and aging managers, both groups seem to perform well when looking at the skills of developing subordinates' work. However, there seems to be a different, age-related way of achieving that. The skills of conversation and listening can also be described to belonging to the social skills of a manager. In the ≤ 39 group, the next significant category of positive feedback were the **social skills** of the manager, which were described with adjectives that include "good-humored, nice, extrovert, funny-bone, homely", among others.

In the $44 \leq$ group the next significant category was the **ability to reach** the manager. This is inconsistent with the fact that aging managers had more subordinates and were also newer in their current managerial positions. In the feedback for the aging managers, respondents emphasized in particular that their closest supervisor could arrange a time for a personal appointment, despite the rush. This gives an indication of the effect of experience; the aging managers have a good deal of practical operational knowledge and have developed delegation abilities (Table.2). Despite the rush, they are able to prioritize and less likely to waste time on peripheral issues and tasks. They are more efficient.

In the ≤ 39 group, third behind the two biggest categories came the **equality and fairness** category. This is interesting because the attitude towards older employees is connected to the challenges of the young managers (Table 2). This can be explained by the fact that the young managers in the research sample are all over 30 years of age and have at least three years of experience in managerial work. In the ≤ 39 group, respondents also valued managers as being **reachable, transparent** and **professionally skilled** in the managerial work. Single mentions were given for being **purposefulness, flexibility** and **consistency**.

In the $44 \leq$ group, third after the two bigger categories the **social skills** were valued the most. In the written comments concerning social skills, this was described in

ways that are similar in both target and the control groups. The larger amount of positive feedback among the young managers refers to the age-related social skills (Table 2) and also to the claim that the young managers want to be more visible and in interaction with their subordinates than the aging managers.

4.2.2. CHARACTERISTICS OF NEGATIVE FEEDBACK IN TWO AGE GROUPS

He follows the orders coming from the top too much and without criticism and does not support the journalist where appropriate.

(feedback, group 44=<)

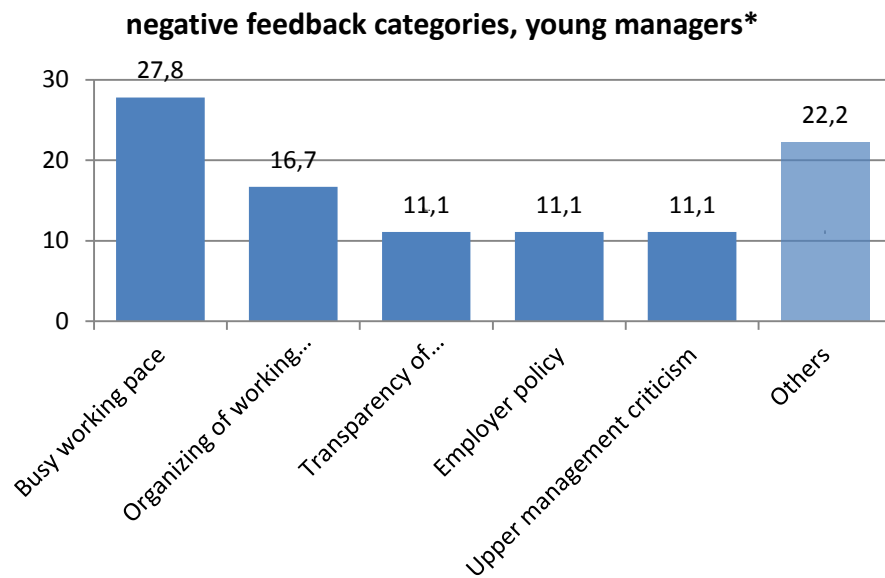
Not very energetic and forward-looking, but stationary, and without perspective. *(feedback, group <=39)*

When analyzing the negative feedback, the aging managers received substantially more compared to their younger colleagues. This indicates more dissatisfaction towards the activities of the manager. But one should remember that 63% of the aging managers reported that they had been working in their current positions for less than a year at the time of survey, whereas all the young managers reported at least a year of experience in their current positions. This disparity may be seen in the results of the aging managers as well as in the written feedback because it's pointed more against the deficiencies in the organization or upper management than to the closest supervisor. Also, in many negative comments towards the closest supervisor the decisions of the upper management and the obstacles coming from the organizational culture are recognized as a reason for the supervisor not succeeding in his managerial work. As there are only a few similar comments in the feedback of young managers, this could be the result of less experience in the current managerial position and/or the greater amount of subordinates.

It is likely that the aging managers are held more accountable in the position than the young managers, and thus the aging managers have to take more orders from upper management and represent them to their subordinates. This could give subordinates

the feeling that their supervisor is not assertive enough. In many comments received by the aging managers, the respondents put the blame on upper management and signal understanding that their manager's hands are tied and that he or she can't influence the decisions from above.

Graph 1. Categorization of negative written feedback in target and control group.



*% of total feedback comments. Comments categorized as not feedback to supervisor are excluded.



The most significant category in negative feedback towards young managers is **busy working pace** and its consequences, such as decreasing motivation to work, weakness in mental well-being, and experienced difficulties in new development work. The second biggest category was closely related to the previous findings; **the organizing of working responsibilities** was criticized as suffering from inadequate planning, the uneven distribution of tasks, and the decrease in working motivation because of internal rivalry and overly intensive demands. In addition, more **transparency** was demanded from managers and **the actions of upper management** received criticism, as well as the **insufficient amount of human resources in teams**. Single mentions were given to **lurking coworkers, leadership without view and energy, lack of tools, and wish for a better channel to relieve negative feelings**, as well as **deficiencies in the cooperation between teams**.

In the aging managers group, the criticisms were more diverse and several themes were equal in strength and could be separated. Still, one theme emerged clearly as largest and that was **the development of subordinates' work and teamwork**. This generated criticism for lack of support received by subordinates and the lack of goals, coherence and cooperation practices. The next biggest themes included criticism of **the organizing of working responsibilities, reward deficiency, problems between teams and between team and organization, unnecessary or misdirected reporting, wrong personnel policy, haste, and managers being unskilled and not transparent enough in their actions**. Single mentions were given to **lack of clarity in job description, communication difficulties caused by temperamental differences and manager being poorly available**.

The working environment measurement (TYKE) was mentioned in four comments in the ≤ 39 group and one comment in the $45 \leq$ group. That survey was criticized as unsuitable for the type of work in Yle because, they reckoned, the survey compilers were unable to accommodate the diverse nature of the organization. The suitability of the survey to the measurement of managers being in their position a short time was criticized on the grounds of the results being incorrect, because the negative feedback were mainly caused by problems and deficiencies for the team before the manager took the post. In one comment the recreational activities arranged by the HR

department were criticized as being childish and purposeless. In one comment the survey results were appreciated for launching personnel training and monthly team meetings, which have further improved job satisfaction.

In summary, in the 360-degree open ended-feedback the majority of the positive feedback for both the aging and the young managers was related to the subordinates work developing skills. The young managers had received slightly more positive feedback here than the aging managers.

The developing of the subordinate skills and their working environment is a crucial managerial talent and in the light of the feedback, Yle managers are performing well in this area. However, it is interesting that the young and the aging managers seem to have different strategies for putting the idea into practice. As discussed earlier, the young managers were described as being rich in ideas, capable of developing new things, entrepreneurial and supportive, while aging managers were described as having the skills of creating and maintaining a conversational working atmosphere. In the case of social skills, there weren't important differences in the descriptions for the target and the control groups. An interesting result was in the third largest category, which was the equality and fairness among the young managers but reachability among the aging managers. Despite the reported rush, aging managers were able to arrange enough time for personal appointments. It is also interesting, that the young managers appear more equal than age-critical in the light of these results.

In the negative comments, dispersion of opinions was high. The young managers were mainly criticized for the busy working place and problems related to it, while the aging managers were criticized mostly about the same issue for which they received a majority of their positive feedback; namely subordinates' work developing skills. The result of the young managers can be interpreted in two ways; it either refers to difficulties in handling working time arrangements and the delegation of working tasks, or to problems that are more in the personnel policy of Yle in things that the young managers are not able to affect. In the aging managers group the inspection of negative comments shows that although they are able to arrange time for meeting subordinates, there's not enough time for genuine development work.

4.3. COMMON CHARACTERISTICS OF AN AMBIGUOUS SITUATION IN PROBLEM-SOLVING (SENSEMAKING OCCASION).

Table 4: Select three factors that complicate most problem solving in your work.

Sample n=14*			
	All (n=14) %(n)	young (n=7)	aging (n=7)
1. Problem has not been defined accurately enough	6.7(1)	14.3(1)	-
2. Information needed to solve the problem is Inadequate and/or unreliable	33.3(5)	42.9(3)	28.6(2)
3. Multiple interpretations about the problem	53.3(8)	57.1(4)	57.1(4)
4. Power relationships between people	40.0(6)	42.9(3)	42.9(3)
5. Values and emotions between people	33.3(5)	42.9(3)	28.6(2)
6. Goals are unclear and/or conflicting	26.7(4)	28.6(2)	28.6(2)
7. Success measures are lacking	13.3(2)	14.3(1)	14.3(1)
8. Lack of resources (time, money, activeness between parties)	40.0(6)	28.6(2)	57.1(4)
9. Roles and responsibilities have not been defined accurately enough	26.7(4)	28.6(2)	28.6(2)
10. Language and concepts are heterogeneous	6.7(1)	-	14.3(1)
*One response out of 15 was excluded because the data was not valid. The respondent had selected 6 factors instead of 3.			

When looking at the opinions of managers, more than half selected as first option “Multiple interpretations about the problem”. That was followed by “Power relationships between people” and then “Lack of resources”, both chosen by two out of five managers. In the young managers group three options, “Information needed to solve the problem is inadequate and/or unreliable”, “Power relationships between people” and “Values and emotions between people”, were all selected by a little less than half of the managers.

When analyzing the answers to the question of the most challenging factors in ambiguous problem solving situations, the “Multiple interpretations about the problem” was considered the most significant factor in complicating problem solving in managerial work. This isn’t surprising because all the respondents are working in an expert organization where highly ambiguous problems are common. Although

multiple problem interpretations complicate and slow the decision-making process, they are essential for ensuring high-quality decisions.

The fact that the young managers emphasized more the quality of the information needed to solve the problem (inadequacy and unreliability) is closely related to the problem of multiple interpretations. But it also refers to the lack of practical experience compared to the aging managers.

“Power relationships between people” was considered an important factor in complicating the problem-solving in managerial work by both the young and the aging managers. This is negative, suggesting that the ones with the decision making power don’t have the will or motive to approve and implement decisions. It may also refer to a decision-making chain that is too complex and inflexible in the organization, thus complicating or blocking the solving of crucial problems.

Equally, the young managers emphasized “values and emotions between people”. This is similar to the “Power relationships between people”, but differs because here the problem lies not in the quorum but in personal attitudes towards the stakeholders, i.e. their values and emotions. This reflects the age-related idealism and individualism of the young managers (Table 2) where the decisions are still experienced and filtered more through a personal worldview and ideology than through the success of the organization and the manager’s own department.

The aging managers emphasized more the young managers the lack of resources (time, money, activeness between parties) as a complicating factor in problem solving. This refers to the fact that the aging managers are responsible for a bigger proportion of resources and they have more power in related decisions than young managers. At the same time, they have a realistic view about the inadequacy of resources.

4.4. THE SELF-EVALUATION OF CHALLENGES MET IN WORK

When analyzing the challenges experienced by all the managers through the self-evaluation results (Table 5), the three most challenging tasks were considered to be

Participation to the investment planning (3.62), time management (3.52), and following and implementation of technical development (3.00). Respectively, the three easiest tasks were **sharing of responsibilities to subordinates (1.93), the use of foreign language in work (2.08) and communication with superiors (2.13)**

In the young managers group, the most challenging tasks turned out to be **time management (3.43), participation to the investment planning (3.33) and monitoring of costs (3.33)**. The young managers considered as easiest **the use of foreign language in work (1.60), communication with superiors (1.86) and ability to use information technology (2.00)**.

In the aging managers group, the most challenging tasks turned out to be (similar to the results of the groups combined) **Participation to the investment planning (3.80), time management (3.62) and following and implementation of technical development (3.12)**. The aging managers considered easiest **the sharing of responsibilities to subordinates (1.62), keeping a formal speech (2.12) and adoption of new practices (2.25)**

From the 24 tasks measured, young managers judged 16 tasks to be less challenging than the aging managers. The total mean value of all answers is 2.61 in the target group and 2.72 in the control group, which implicates no significant difference between the overall challenges experienced. The most significant difference was in answer to the question about information technology abilities. Young managers experienced the information technology use as less challenging (**2.00**) than the aging managers (**3.12**). The analysis shows evidence, as well, that age has a positive correlation with the experience of challenge, i.e. the task is perceived more challenging as the manager ages. Overall, young managers considered technical tasks (requiring less social skills) less challenging than the aging managers, whereas in the case of managerial tasks requiring more social interaction, the results show more dispersion between the groups and thus the experience of challenges seems quite equal between young and aging managers.

TABLE 5: How challenging managers experience managerial tasks (5=Challenging, 1=Easy)

Comparison of opinions in the age groups.		Participation to the investment planning	Monitoring of costs	Preparing of written reports	Ability to use information technology	The use of foreign language in work	Following and implementation of technical development	Time management	Prioritization of tasks	Adoption of new practices	Cooperation within the company	Taking care of safety at work	Communication with subordinates
Managers <=39	Mean	3,33	3,33	2,50	2,00	1,60	2,67	3,43	2,86	2,14	2,57	2,71	2,43
	Median	3,00	3,50	2,50	2,00	1,00	3,00	4,00	3,00	2,00	2,00	3,00	2,00
	Minimum	3	2	2	1	1	2	2	2	1	1	1	1
	Maximum	4	4	3	4	3	3	4	4	4	4	4	5
	Std. Dev.	,577	,816	,548	1,155	,894	,516	,787	,900	1,345	1,134	1,113	1,272
	N	3	6	6	7	5	6	7	7	7	7	7	7
Managers 44=<	Mean	3,80	2,62	2,88	3,12	2,43	3,25	3,62	2,88	2,25	2,88	2,62	2,38
	Median	4,00	3,00	2,50	3,00	2,00	3,00	4,00	3,00	2,00	2,50	2,50	2,00
	Minimum	2	1	1	1	1	2	2	2	1	1	1	1
	Maximum	5	4	5	5	4	5	5	4	3	5	5	4
	Std. Dev.	1,304	,916	1,642	1,246	1,272	,886	1,188	,835	,707	1,356	1,188	,916
	N	5	8	8	8	7	8	8	8	8	8	8	8
All Managers	Mean	3,62	2,93	2,71	2,60	2,08	3,00	3,53	2,87	2,20	2,73	2,67	2,40
	Median	3,50	3,00	2,50	3,00	2,00	3,00	4,00	3,00	2,00	2,00	3,00	2,00
	Minimum	2	1	1	1	1	2	2	2	1	1	1	1
	Maximum	5	4	5	5	4	5	5	4	4	5	5	5
	Std. Dev.	1,061	,917	1,267	1,298	1,165	,784	,990	,834	1,014	1,223	1,113	1,056
	N	8	14	14	15	12	14	15	15	15	15	15	15
Correlation with age	Pearson correlation	,415	-,312	,281	,519*	,351	,329	-,179	-,278	-,022	,098	-,172	-,137
	Sig. (2-tailed)	,306	,278	,330	,048	,264	,251	,524	,316	,939	,727	,540	,628

*. Correlation is significant at the 0.05 level (2-tailed).

TABLE 5: How challenging managers experience managerial tasks (5=Challenging, 1=Easy)

Comparison of opinions in the age groups.		Communication with superiors	Work arrangement of subordinates	Intervening to erroneous or irregular action	Giving feedback to subordinates	Promoting good workplace atmosphere	Managing people	Conflict management	Taking care of guidance and mentoring	Keeping a formal speech	Development of skills	Recruiting	Sharing of responsibilities to subordinates
Managers <=39	Mean	1,86	2,71	2,29	2,43	2,43	2,71	2,71	2,83	2,71	3,29	2,71	2,33
	Median	2,00	2,00	2,00	2,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	2,00
	Minimum	1	2	1	1	1	1	1	2	1	2	1	1
	Maximum	3	5	3	4	4	4	4	4	5	4	4	4
	Std. Dev.	,690	1,113	,756	,976	1,397	1,380	1,113	,753	1,254	,756	1,113	1,033
	N	7	7	7	7	7	7	7	6	7	7	7	6
Managers 44=<	Mean	2,38	2,86	3,00	2,75	2,50	2,50	3,00	2,57	2,12	2,38	2,88	1,62
	Median	2,00	3,00	2,50	3,00	2,50	2,50	3,00	2,00	2,00	2,50	2,50	1,50
	Minimum	1	2	2	2	2	1	2	2	1	1	2	1
	Maximum	4	4	5	4	3	4	4	4	4	3	5	3
	Std. Dev.	1,061	,900	1,195	,707	,535	,926	,926	,787	1,126	,744	1,126	,744
	N	8	7	8	8	8	8	8	7	8	8	8	8
All Managers	Mean	2,13	2,79	2,67	2,60	2,47	2,60	2,87	2,69	2,40	2,80	2,80	1,93
	Median	2,00	2,50	2,00	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3,00	2,00
	Minimum	1	2	1	1	1	1	1	2	1	1	1	1
	Maximum	4	5	5	4	4	4	4	4	5	4	5	4
	Std. Dev.	,915	,975	1,047	,828	,990	1,121	,990	,751	1,183	,862	1,082	,917
	N	15	14	15	15	15	15	15	13	15	15	15	14
Correlation with age	Pearson correlation	,203	,095	,314	,042	-,079	-,140	,190	,018	,025	-,334	,096	-,479
	Sig. (2-tailed)	,467	,747	,255	,882	,779	,619	,498	,952	,930	,223	,733	,083

4.5. THE 360 RADAR CHART ANALYSIS

When analyzing the combined results of all managers from the 360-degree reports (Table 7) the weakest results were gained in the statement **Realized ideas are being rewarded in our work community (3.00)** and highest results in the statement **Women and men are treated equally in our work community (4.30)**

Table 6.

Results in the target group (≤ 35)

Strongest sectors

- | | |
|--|--------|
| 1. Women and men are treated equally in our work community | (4.47) |
| 2. I can bring out deficiencies, where needed. | (4.22) |
| 3. My manager makes room for development of new things | (4.13) |

Weakest sectors

- | | |
|---|--------|
| 1. Realized ideas are being rewarded in our work community | (2.84) |
| 2. My manager encourages job rotation and mobility within the company | (3.50) |
| 3. Best ideas are implemented in our workplace | (3.55) |

Results in the control group ($44 \leq$)

Strongest sectors

- | | |
|--|--------|
| 1. We have a fair play work community | (4.18) |
| 2. I can bring out deficiencies, where needed. | (4.15) |
| 3. Women and men are treated equally in our work community | (4.14) |

Weakest sectors

- | | |
|---|--------|
| 1. Realized ideas are being rewarded in our work community | (3.14) |
| 2. My manager encourages job rotation and mobility within the company | (3.46) |
| 3. Work is rationally organized from the perspective of objectives | (3.47) |

The mean value comparison between the target and the control group, including all 12 statements, reveals no difference in the performance of young (3.82) and aging (3.81) managers. When comparing the means for the 6 statements classified to represent manipulative (action-driven) strategy behavior of a manager in the sensemaking situations, the difference between the groups increases slightly (Young=3.60, aging=3.55) but is not adequate for drawing a conclusion that young managers would be more manipulative sensemakers than their older colleagues.

When analyzing the correlation of separate statements and the age of the manager, there's positive correlation between the statement "best ideas are implemented in our workplace" and the age of the manager. Aging managers appear to perform better in implementing ideas than their younger colleagues. The formulation of questions (Appendix 1) does not provide a reliable way for comparing the correlation of the same statement with managerial experience. That is to say, the amount of years doesn't form a perfect enough scale variable because there's an option for "more than ten years", which could mean anything past 11 years to infinity. More accurate information is needed to see the effect of other characteristics of the manager to the implementation of new ideas. Also the correlation of age and the ability to implement new ideas doesn't prove (or exclude) a cause and effect relationship.

By doing simple tabulation the total years of managerial experience seems to have a similar positive correlation with the age of the manager. Time spent in the current managerial position, educational achievement, and gender is not correlated. A more suitable formulation of questions would give a possibility to study this further.

TABLE 7: 360- degree feedback report(radar chart)

Comparison of results in the age groups.		I get useful feedback from my manager	My manager supports me also in the moment of failure.	My manager leads consistently.	Interaction is good in our work environment.	Best ideas are implemented in our workplace	Realized ideas are being rewarded in our work community	Work is rationally organized from the perspective of objectives	My manager encourages job rotation and mobility within the company	We have a fair play work community	My manager makes room for development of new things	I can bring out deficiencies, where needed.	Women and men are treated equally in our work community
Managers <=38	Mean	3,72	4,05	4,07	3,71	3,55	2,84	3,58	3,50	3,99	4,13	4,22	4,47
	Median	3,86	4,07	4,13	3,71	3,71	2,85	3,71	3,46	3,92	4,05	4,29	4,43
	Min.	3,27	3,58	3,46	3,46	3,15	2,58	2,90	2,70	3,67	3,77	3,64	4,17
	Max.	4,43	4,43	4,61	4,14	3,81	3,14	4,09	4,05	4,57	4,57	4,71	4,86
	Std. Dev.	,414	,257	,395	,214	,250	,186	,391	,457	,317	,308	,435	,214
Managers =<44	Mean	3,58	3,88	3,89	3,91	3,84	3,14	3,47	3,46	4,18	4,08	4,15	4,14
	Median	3,68	3,88	3,88	3,87	3,79	3,20	3,54	3,62	4,22	4,16	4,04	4,18
	Min.	2,59	3,21	3,41	3,23	3,50	2,46	2,62	2,29	3,23	3,33	3,62	3,33
	Max.	4,30	4,40	4,48	4,50	4,43	3,86	4,14	4,52	5,00	4,62	4,80	4,81
	Std. Dev.	,624	,442	,389	,431	,314	,518	,569	,741	,508	,475	,428	,616
Total	Mean	3,65	3,96	3,97	3,81	3,70	3,00	3,52	3,48	4,09	4,10	4,18	4,30
	Median	3,86	4,00	3,89	3,72	3,71	2,86	3,71	3,57	4,13	4,05	4,14	4,43
	Std. Dev.	,524	,365	,389	,351	,312	,415	,480	,604	,426	,393	,417	,489
Correlation with age	Pearson correlation	,054	-,090	-,059	,512	,572*	,428	,055	,013	,479	,066	,092	-,147
	Sig. (2-tailed)	,850	,750	,834	,051	,026	,112	,847	,965	,071	,816	,746	,601

*. Correlation is significant at the 0.05 level (2-tailed)

5. CONCLUSIONS

In this study about young media managers I've been looking answers to the following questions:

1. What kinds of challenges confront young media managers in Yle?
2. What is the effect of age on experienced challenges of managers?
3. How are young managers in Yle performing as action-driven, manipulative sensemakers in managerial situations compared to aging managers?

5.1. WHAT KINDS OF CHALLENGES CONFRONT YOUNG MEDIA MANAGERS IN YLE?

On the grounds of 360-degree reports and written feedback, young managers perform well as developers of subordinate work despite their young age. Their performance is in line with the performance of aging managers. However, there was a clear difference between the groups in how the “developing” aspect was described. In the case of young managers subordinates emphasized social, personal and more active ways of handling managerial work, while in the case of aging managers the emphasis was on the ability to shape and arrange the work community and team in a way which enables undisturbed and productive work. This points to the possibility that the two groups have different strategies for carrying out the developing of subordinates.

The ability to shape and arrange the work community and team refers to experience in managerial work because experienced managers are more familiar with the operations of the organization and have more influential contacts inside the organization, and thus are able to arrange undisturbed and productive work for their subordinates. In the case of young managers, the emphasis of feedback on social skills and active ways of handling managerial work refer more to age-characteristic behavior; there is a characteristically stronger urge and ability to develop personal networks and a stronger typical belief in one's own capabilities for making changes.

Previous observation is in line with the findings reported here: young managers are still at the beginning of their careers and thus have greater need to show their skills and to ensure positive career development. The need to show personal skills and abilities is seen in the more personal and salient way of handling managerial duties, easily noticed by subordinates. In the case of aging managers, their status is usually more established and their skills already acknowledged, hence they can act more in background –they can focus on running the process and keep their own personality in check.

When inspecting challenges for young managers, there appears to be a room for development in the organizing of tasks and also in the transparency of their actions (decisions). The feedback concerning the lack of transparency points to a characteristic problem: young managers often have very strong certainty about their abilities and capabilities, and the correctness of their decisions. Hence, they clarify and explain their decisions less than the aging managers. This is not necessarily because they are arrogant, but because they have strong self-confidence and think that subordinates understand the grounds for themselves without explanation. In the case of aging managers, experience has taught them to be more transparent in decision-making. Young managers are under-represented in the managerial staff and this could also affect the informing and knowledge sharing between managers in different age groups. In a situation where a young manager has more same-age peers around, this problem is not as likely.

The aging managers received a greater number of negative comments compared to the young managers. A partial explanation is the short time period in their current positions, as discussed, but a cautious conclusion can also be that aging managers would benefit from developing a more social and individual approach to managerial work.

According to the self-evaluations about the challenges in managerial tasks (Table 5), the conception of ability for social interaction with subordinates is good among young managers and greater challenges are experienced in planning investments and monitoring costs, although in the first aspect more than half of the target group

reported that participation to investment planning is not a part of their duties. That makes the conclusion unreliable.

That the experience of time management is the most challenging task, and the skills development, guidance and mentoring nearly as challenging as the time management suggests that young managers haven't enough time in the organization to perform their basic managerial tasks. This is also seen in written comments in the criticisms against deficiencies in work organizing and complaints about busyness. Further, the weaker evaluations given in 360-degree evaluations concerning statements about tasks relating to the development of subordinates' work points also to the lack of time to do basic managerial tasks well. However, when comparing with the aging managers, the results are quite similar and actually young managers perform a bit better than their older colleagues. So this appears to be more a problem at the Yle organizational level.

5.2. WHAT IS THE EFFECT OF AGE ON EXPERIENCED CHALLENGES OF THE MANAGERS?

When reviewing the results, the age of a manager has importance to the challenges experienced in two key respects: 1) in the ability to use information technology and 2) in the ability to implement best ideas in the workplace. The detected correlation between age and the ability to use information technology is 'natural' given the fact that managers in the target group, especially the youngest among them, became acquainted with computers at a relatively young age and have used them at home and as part of leisure time activities. The managers in the control group became acquainted with information technology later in working life and we're able to fully test and exploit the possibilities.

The positive correlation of the statement "Best ideas are implemented in our organization" with the control group suggests that as a manager ages and gains more experience, he or she is willing to invest more effort in the implementation of ideas. In the case of young managers the need to show one's own abilities and, at the same time constantly learn new things in daily managerial situations, takes resources away from the exploitation of new ideas.

5.3. HOW ARE YOUNG MANAGERS IN YLE PERFORMING AS ACTION-DRIVEN, MANIPULATIVE SENSEMAKERS IN MANAGERIAL SITUATIONS COMPARED TO AGING MANAGERS?

When analyzing the results through the process of sensemaking, young managers appear similar or (with some indicators) better than the aging managers as action-driven, manipulative sensemakers. The more active and result-oriented style of performing is clearly seen in the written feedback where a majority of the positive feedback for the target group was categorized under “Subordinates work development skills”, while in the case of the control group the majority of negative comments was categorized under the same term. The reliability of this conclusion suffers, however, from the fact that the aging managers were in their positions for such a short time during the study period. A subsequent 360-degree evaluation would be needed with the same managers to reach a reliable conclusion.

When analyzing the self-evaluations and the nine managerial tasks selected to represent action-driven behavior, young managers performed better. They considered seven of the nine tasks less challenging than the aging managers. The total mean value of these nine challenges was 2.54 in the target group and 2.63 in the control group. The result suggests that young managers are better in manipulative sensemaking than the aging managers. However, as there was no statistically significant correlation between age and the experienced challenges in the nine statements, further study is required to confirm the superiority of the young managers.

When analyzing the 360-degree radar chart results (Table 7), both the control and target groups had weaker results in questions related to subordinate or teamwork development than to questions related to the overall work atmosphere and equality in the work community. This suggests that both young and aging managers at Yle have clear development needs in their action-driving, manipulative sensemaking behavior.

When comparing means from the six questions related to manipulative sensemaking, the managers in the target group (mean value 3.55) perform slightly better as action-driven sensemakers than managers in the control group (3.66).

When analyzing the answers to the question about the most challenging factors in ambiguous, problem solving situations (Table 4), “Multiple interpretations about the problem” was considered the most significant factor complicating problem solving in managerial work. This is not necessarily a negative result because one should expect this for managers working in an expert organization where many problems are highly ambiguous in nature. In the team-based problem-solving process one would expect multiple interpretations (different perceptions about the cause and effect relationship) about the same problem to arise. Although complicating and slowing the decision-making process, this can ensure better decisions as several viewpoints have been taken into account.

The fact that both young and aging managers emphasized power relationships, emotions and values can be seen as a more negative result, although also an expected complication factor in the decision-making process. The same applies to the emphasis on the lack of resources. Power relationships, values and emotions belong also to those factors that define ambiguity because many modern expert organizations are ambiguous environments, a necessary consequence of combining social, economic and operational aspects where middle managers can’t manage well if relying on their practical (engineering, accounting etc.) skills alone (Tengblad, 2012: 340).

In summary, the target group performs better in action-driven, manipulative sensemaking situations according to all three theoretical viewpoints. The strongest support was found for this in the answers to open-ended questions where subordinate responses indicate that work development skills among in the target group are more related to the manipulative way of acting than for the control group. However, the limited dataset doesn’t prove correlation between manipulative managerial behavior and age. Further study with a larger dataset is needed to confirm that this is the case. Instead, the data shows clearly, that young media managers in Yle are at least at parity with the aging and more experienced colleagues as action-driven sensemakers. This

suggests that experience in managerial work is not necessarily an indicator of good management practices.

5.4. THOUGHTS AND RECOMMENDATIONS ABOUT MANAGEMENT IN YLE

According to my findings, there's a need for reform of the Yle compensation system because practically all managers gave low estimations to the statement, "Realized ideas are being rewarded in our work community". What the result doesn't reveal is the inverse: dissatisfaction due to unequal or wrongly allocated rewards, or simply the lack of compensation system for employees. Generally, however, this can be accepted as evidence about a common situation that compensation and rewards are not at the same level in public organizations as in private organizations.

The principal function of a bonus system (strengthening employee commitment to assigned tasks and the organization) is treated as being more important in the private sector, where employees are considered key strategic resources for the company's success in the hard competition over market share. The key persons are sometimes superiors, and other times their subordinates with highly specialized know-how. Training a new person to master these duties can be expensive and time consuming, so it's important to keep skillful employees in the house by offering good employee benefits. In the public sector, Yle's public funding and legislation ensures the continuity of the institution. Although skillful employees are important, their possible departure is conceivably less damaging as their competitive advantage is ensured by law. In the private sector the risk is greater; for example, if a software company loses its key application developer and product development team leader to a rival company that can be extremely damaging.

According to Ms. Viippola, Yle is aware of the need to pay special attention to young managers in managerial training. Also there's positive thinking about the controlled rejuvenation of the managerial staff for the near future. Between 2002 and 2010, Yle implemented workforce reductions amounting to 15%, and during the period the amount of employees working as supervisors decreased as much as 37%. Still, the

mean age of managers has remained considerably high (47 years). Notable development has happened in the proportion of women in managerial positions, which has grown 13, 5% between years 2002-2010.

The tendency of young managers to show their own abilities and be critical towards their own performance must be taken into account when developing managerial training for them. It's also important to create working conditions where young managers have enough same age peer support in natural working situations and to pay particular attention to young managers in departments where they lack same age peers. Young managers' results in the work climate survey (TYKE) should be monitored closely because they sometimes hide their problems, thinking that to show uncertainty will be interpreted as incompetence and may interfere with career advancement. The idea of implementing the 360-degree evaluation after more time in the current position is recommended.

5.5. DEVELOPMENT PROPOSALS FOR YLE'S 360 SURVEY

The low amount of respondents compared to the proclaimed amount of subordinates signals possible developmental needs in the approach to data collection for the TYKE survey. A higher number of respondents wouldn't necessarily cause substantial change in the radar chart values, but would increase the volume of written opinions. Respondents usually find it difficult or time consuming to form opinions without ready-made choices, and many decide not to do it although this provides valuable and specific feedback. The reason for the low qualitative response rate can also be due to the fact that 47% of the managers reported that they've been in their current positions one year or less. Thus, it's possible that there hasn't been enough time in the period when the data was collected for a sufficiency of contacts between managers and subordinates, as the new manager has been busy taking over the responsibilities of a new job. Some subordinates likely thought they didn't know the manager well enough to provide detailed feedback. Some will nevertheless do the evaluation, but may compensate to avoid being too negative because they haven't been able yet to form well-grounded opinions. This can lead to distortion in results and calls into question

whether this type of measurement is relevant for managers with less than one year of experience as a leader of a team.

One solution would be to replace the 360-degree managerial evaluation with a team performance evaluation. This would be reasonable in short period, even after a few months in some cases, although that is not enough time to correct deficiencies in the team processes or working atmosphere caused by a predecessor who managed poorly. Especially when considering a young manager in the situation where he or she must clean up the mess of a failure predecessor, the team evaluation approach is preferable. It lifts the weight from the young manager's shoulders as the tendency to please subordinates and attempts to rapidly solve problems can lead to stress and hurried decision-making as the inexperienced young manager may be too anxious about the forthcoming evaluation.

According to research, 360-degree results are most equivalent with the actual state of things when the manager being evaluated has been in the current position more than a year but no more than 3 years (Eichinger & Lombardo, 2004: 24). Thus, in the case of managers with more than 3 years of experience as the leader of a team, the results can become unreliable because subordinates have already formed a strong overall opinion about their supervisor and this opinion may be hard to change even if there's a turn to a more positive or negative direction in the way the manager handles duties. Especially the change of opinion to a more positive direction is hard because the old mistakes are readily remembered.

5.6. LEADERSHIP AND MANAGEMENT DEVELOPMENT IN YLE

One can also conclude that while Yle is steadily reducing staff, it is important to actively support strengthening the commitment of continuing employees to the organization. When considering the willingness of Yle to support the "face lifting" of managerial staff, the figures reveal no development. The rather high 47 years in the mean age of managers is in line with the average age of all permanent staff at Yle, which has been fluctuating between 45 and 47 years in the past decade (47 in the year 2010). The mean age of staff has not dropped because Yle has not been recruiting

much in the past decade and the majority of new permanent working contracts have been made with the firm's own employees, after already working several years in fixed-term contracts.

Retirement hasn't dropped the average age either. In the public sector a long career with one employer is typical and turnover rates are small. The fact that fixed-term working is distinctively a youth phenomenon is clearly seen in Yle, as well; the average age of employees working with fixed-term contracts has varied between 32 and 33 years in the past decade (33 in 2010). This didn't change even when the network service reform was made and several new people were hired in the period when Mikael Jungner was Director General.

When considering these facts, recruitment of young managers to Yle is not highly likely in the near future. However, when looking at the development of Yle managerial education, there are positive signs. Managerial education has been developed over the past decade and lately has gone in a direction that supports the work of young managers as well. A good example is the Creative Business Management (CBM) program conducted together with Aalto University in 2010. The purpose of the program is to cultivate potential future managers, recognized among the talented young employees of Yle. From these future talents two "High Potential" (HIPO) groups were formed and then trained using the CBM-module concept at Aalto University. According to Ms. Viippola, all participants have ascended in their careers after the program and their career progression is further monitored.

Another positive sign is the central leadership strategy at Yle in the coaching leadership program, which was implemented from 2010 in cooperation with the Business Coaching Center. The program in coaching leadership training has been given so far to the members of Yle's group of executives, but the concept is being next taken to lower management levels, thus helping also young managers in the future. According to Ms. Viippola, the central goal in coaching leadership is to increase subordinates' motivation. Managers give and share more responsibilities, subordinates are being trusted more and more, and support is given to help them succeed in their working tasks. The concept of coaching leadership where the employee is actively encouraged to become a better self-leader and developer of his or her own work is

similar to prevailing leadership theories such as Transformational leadership. Doubts still remain if the Yle management will renew and become younger to face the challenge of a younger workforce.

5.7. THE FUTURE OF MANAGEMENT AND LEADERSHIP IN YLE

The shortage of young managers, and therefore the lack of same age support in the case of young managers, is a challenge at the beginning of the career (Viippola, 2011). However, Ms. Viippola points out that the inexperience is visible only in the case of some fresh young managers because most act convincingly from the start and despite their age are capable of quickly convincing their subordinates about their abilities to handle managerial tasks. In this way the naturally high motivation of young managers is often evident in the decisive development of one's positive managerial skills. This is more important than managerial experience alone. According to Ms. Viippola, strong motivation makes a good manager, whatever the age.

Ms. Viippola hopes that Yle is ready for controllable regeneration and rejuvenation of its managerial staff in the near future, especially important because baby boomers are retiring. She's looking forward to the results of the coaching leadership program. In the future the changes in working life and social life (affecting work life, as well), need to be studied more closely at Yle. One ongoing change is the relationship between work and leisure time. This reverberates to the expectations young people have towards managerial work when entering work life. Ms. Viippola emphasizes that Yle has to be prepared for this new generation of employees. Yle must consider, for example, more flexible ways of doing the work so the young generation can thrive and become committed to the organization. In the case of young managers, this would mean supporting an individual leadership philosophy and a possibility to take different career paths inside the organization. Also, the development of internal successor processes is important to ensure the quality of managers at different levels in the future.

5.8. THE FUTURE TRENDS IN MANAGEMENT

There are signs of growing demands for the quality of management work in the future. The interaction between manager and subordinate will continue to increase, and hence the requirement for more personal and individual styles of managing and leading are important. Sensitivity to subordinates' needs and flexible skills in using communication options will be valuable managerial skills and will become an even bigger source of competitive advantage (Halava & Panzar 2010, Trenholm & Jensen 2008: 352).

Future managers will work with increasingly competent and individual employees who master a growing range and volume of skills and handle more tasks the manager will delegate. Thus a personal and individual managerial style can be seen as vital when the employees are aware of their expertise and negotiation potential that gives regarding benefits (Halava & Panzar 2010).

Young people want to work first and foremost in an organization where the working atmosphere is egalitarian. They don't want to distinguish themselves from others and they don't want the bureaucracy and managerial position to interfere with good interaction, even if they're themselves in a managerial position (Nuoret ja johtaminen 2010; Tuohinen, T. 2010). To be able to act efficiently, organizations must recognize this when planning the duties and education for young managers. They need to offer an appropriate amount of challenges and adequate development work.

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7. Appendix I: Survey form

Managerial survey

Hello

Thank you for permission to use your TYKE managerial graph as a part of my study about young managers. Attached you'll find a form with multiple choice questions about managerial challenges and background information part which will be used as statistical variables in the study.

Filling the form takes no more than 10 minutes. Please respond quickly.

Participants name and date of birth are required in order to link the background information and corresponding TYKE data in statistical analysis program. Personal details are not published in the study.

Best regards:

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Background information of manager:

Managers name *

Date of birth (type in following form dd.mm.yyyy) *

Sex *

☐ Female

☐ Male

Education *

☐ no vocational education

☐ vocational course (min. of 4 months)

☐ indenture

☐ vocational education

☐ college

☐ bachelor's degree (polytechnic)

☐ master's degree (polytechnic)

☐ bachelor's degree (university)

☐ master's degree (university)

Total experience in managerial duties *

- ☐ less than a year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years
- ☐ 7 years
- ☐ 8 years
- ☐ 9 years
- ☐ 10 years
- ☐ over 10 vuotta

Experience in **current** managerial position - NB, If you are currently not working as a manager, please respond to following questions on the basis of your **latest** managerial position. *

- ☐ i'm not currently working as a manager
- ☐ less than a year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years
- ☐ 7 years
- ☐ 8 years
- ☐ 9 years
- ☐ 10 years
- ☐ over 10 years

Level of management *

- ☐ upper management
- ☐ middle management
- ☐ foreman level

Employment contract *

- ☐ permanent
- ☐ fixed-term

Employment status *

- ☐ regular day work
- ☐ shift work
- ☐ other

Working hours per week *

Respondent enters text here.

Amount of subordinates *

- ☐ no subordinates
- ☐ 0-5
- ☐ 6-10
- ☐ 11-20
- ☐ 21-50
- ☐ over 50

PLEASE ESTIMATE, HOW CHALLENGING YOU EXPERIENCE FOLLOWING MANAGERIAL TASKS:

[illegible]

Select **three factors** that complicate most problem solving in your work:

- ☐ Problem has not been defined accurately enough
- ☐ Information needed to solve the problem is inadequate and/or unreliable
- ☐ Multiple interpretations about the problem
- ☐ Power relationships between people
- ☐ Values and emotions between people
- ☐ Goals are unclear and/or conflicting
- ☐ Success measures are lacking
- ☐ Lack of resources (time, money, activeness between parties)
- ☐ Roles and responsibilities have not been defined accurately enough
- ☐ Language and concepts are heterogeneous

Send answers

8. Appendix II: Interview questions

6.5.2011 recorded phone interview of HR-manager Katri Viippola, Yle

- Q1: How often a 360- managerial evaluation is done in Yle?
- Q2: How the evaluation is executed in practice?
- Q3: Is the evaluation tool bought from external company or designed by Yle?
- Q4: Are the questions in the 360 evaluation designed by Yle or external company?
- Q5: What is the criterion for executing the evaluation for manager?
- Q6: Is the personal privacy main reason for not giving the team feedback report to manager or is it because the results are not valid with too small amount of respondents?
- Q7: Is Yle making use of the 360 results in any other way than you've just mentioned?
- Q8: What kind of feedback you've received from managers related to TYKE 360- evaluation tool?
- Q9: Have you developed the tool on the grounds of feedback?
- Q10: How would you evaluate the tool? Is it good and practical in evaluating the work of managers?
- Q11: How the performance of managers was evaluated in Yle before the implementation of the working climate survey?
- Q12: You have a coaching leadership program. What is it and to whom it is targeted for?
- Q13: Tell me about the Creative Business Management-coaching executed in 2010
- Q14: What is the Nosturi-coaching concept?
- Q15: What's the middle-age of managers working in Yle?
- Q16: Do Yle have age-or gender-strategy related to managers?
- Q17: Do the young managers experience different challenges compared to their elder colleagues?
- Q18: You mentioned the lack of experience and the lack of peer support as challenges of young managers. Are these things negatively visible among the young managers of Yle?
- Q19: In your opinion, what should be done to support Yle managers better in the future?